

Liberals Tip Their Hand on PSE & Research

Three major events have recently defined the Liberal Party's position on post-secondary education and university research. These were the Speech from the Throne, the 1996 federal budget and the release of the science and technology strategy.

THE SPEECH FROM THE Throne had little to say specifically about post-secondary education and university research. But it did say the government would "...focus its new initiatives on youth, science and technology and trade."

It announced that jobs for youth was to be a high priority. It said it would double the number of federal summer jobs for students and challenged other levels of government and the private sector to do likewise. It announced it would work with the provinces and the private sector to enhance youth job opportunities and to create new approaches for first jobs.

The Throne Speech argued that Canada needs more investment in knowledge and technology to create enduring jobs for the 21st century. It announced three objectives:

Throne Speech 1996 —
A focus on science & technology.

- to support technology development in aerospace, environmental technologies, and biotechnology and diffusion of technology through a Canadian Technology Network;

- technological innovation and a regulatory framework for the information highway; and

- the expansion of the SchoolNet program and the community access component of SchoolNet.

Nothing was said about research either in this section of the speech or in the part on the environment.

It announced that "Culture is at the core of our identity as Canadians," committed itself to strong Canadian cultural industries, and reaffirmed its commitment to the vitality of the CBC, the



National Film Board and Telefilm Canada. It also promised a new Copyright Act, a promise made many times before by successive federal governments.

The Throne Speech discussed the CHST entirely in terms of the defence of medicare and ignored the post-secondary educa-

tion component. It did say, however, that it "will work with the provinces and Canadians to develop by mutual consent the values, principles and objectives that should underlie, first the Canada Health and Social Transfer and, building on this, the social union more generally."

However, a short time afterwards, the new minister responsible for Human Resources Development, was quoted in *The Globe and Mail* as saying there would be no more conditions or principles attached to the CHST. Anonymous

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British Columbia

Premier Makes Commitment to Post-Secondary Education

BY ROBERT CLIFT


ON MAR. 19, B.C. Premier Glen Clark announced that his NDP government will not pass along cuts in federal transfer payments to British Columbia's universities, colleges and institutes. Instead of the anticipated cuts of up to ten per cent, Clark promised a zero per cent increase in operating grants for the coming year, and an additional \$16.5 million for new programs and initiatives. In exchange, B.C. post-secondary institutions must increase the number of students they serve by four per cent.



Glen Clark —
Alternatives to a slash & cut policy.

"Instead of cutting education as other provinces are doing, we're increasing funding to B.C.'s colleges and universities to open 7,000 new student spaces in the coming academic year," Clark said. "We're going to work in partnership with the education community to make the changes necessary to create these student spaces and ensure that post-secondary education is accessible and affordable across the province."

The day before, Clark announced a one year freeze on tuition fees at all public post-

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Les Libéraux dévoilent leur jeu


LE PARTI LIBÉRAL A DÉFINI SA position en matière d'enseignement postsecondaire et de recherche universitaire à l'occasion de trois importants événements, soit le discours du Trône, le dépôt du budget fédéral de 1996 et la publication de sa stratégie scientifique et technologique.

...

LE discours du Trône avait peu à offrir aux secteurs de l'enseignement postsecondaire et de la recherche universitaire. Le gouvernement y a annoncé notamment de nouvelles initiatives en science et en technologie dans le but

d'investir davantage dans la création d'emplois stables dans ces domaines.

En ce qui concerne la culture, le gouvernement a promis une nouvelle loi sur le droit d'auteur, une promesse maintes fois faite par les précédents gouvernements. Il a complètement évacué par contre le volet enseignement postsecondaire du Transfert canadien en matière de santé et de programmes sociaux (TCSPS). Le gouvernement s'est en outre engagé à une décentralisation de certaines de ses responsabi-

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High-tech classroom challenges us to change

CAUT President Joyce Lorimer in her editorial "High-Tech 'Teacherless' Classroom May Be No Place to Learn" (*Bulletin*, February 1996) suffers from two levels of confusion in this area. She argues that learner centred, technology-based, teacherless classrooms are likely to end up studentless because they fail to deliver quality and the full richness of the current mix of teachers, and face-to-face engagement.

There may be those within the university, and working with the new technologies, who believe technology can simply substitute for the teacher — as a delivery and testing device — and be gone with the teacher. If so, they are few and far between.

For the most part I encounter people who ask how can the electronic venue (with its appropriate and inappropriate tools) be used to (a) enrich the learning experience, (b) enhance access to education, (c) reinforce more collaborative approaches to learning, and (d) 'connect' the student better to the society in which they live.

If anything, the role for the teacher in a learner centred educational process is more demanding, not less. The standards of accountability higher, not lower. The technology complements some, and substitutes for other, traditional ways of doing things, while introducing new ways, often more attractive to students than to faculty.

The world is not about to test the hypothesis that 'education' is done better or worse in a "...teacherless, electronic classroom." It is about to test what happens when the old ways of education with their heavy reliance on the literal campus (harder for many students to attend) are joined by new ways which make use of the terrain of the virtual campus.

The challenge and the test will be about what happens when we blend the two, not when we pit one against the other. The sooner we understand this the quicker we can get on with the task before us. The slower we understand this the more likely external political and economic forces will dictate solutions which serve nobody's interests.

SAM LANFRANCO
Economics, York University

19th Annual

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The conference is a training conference, with a primary focus on the development of skills required in all aspects of the collective bargaining process. Simultaneous sessions will accommodate the different levels of experience of conference participants, and associations are encouraged to send both novice and experienced negotiators. Current issues in faculty collective bargaining will also be addressed. The language of the conference is English. Training in French is being planned for Fall 1996.

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THE AGENDA

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Participants also benefit from informal discussions with colleagues from across the country, and social activities are organized to facilitate the exchange of information and knowledge. The conference includes many interactive sessions and a full day of negotiating simulations.

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L'ABPUM remercie l'ACPPU

Nous voulons par la présente, vous exprimer notre profonde gratitude pour avoir rendu disponibles les ressources de l'ACPPU pendant notre dernière ronde de négociation. Nous avons surtout apprécié le fait que l'Association canadienne ait porté une attention plus particulière à nos besoins dès la première heure où il était évident qu'il y avait une impasse à la table. La valeur de notre adhésion à l'ACPPU s'est bien fait sentir et nous sommes confiants que la solidarité des associations membres aidera à mieux contrer les tentatives de coupures démesurées dans la qualité de l'enseignement postsecondaire.

PIERRE OUELETTE

Président, Association des bibliothécaires et des professeurs de l'université de Moncton

HEAL says article divisive

On behalf of the Health Action Lobby (HEAL) I would like to respond to your article *Rumours Over CHST Clond Discussions* (February 1996). The article suggests that HEAL's pre-budget proposal recommends the government "ear-mark health as the favoured social program and abandon welfare and post-secondary education." This interpretation is incorrect.

HEAL's prescription for Medicare, within the current fiscal context, is that on April 1, 1996, a health-specific cash transfer of \$250 per capita for each of the next five years be established and guaranteed within the Canada Health and Social Transfer (CHST). HEAL believes that a cash floor is required in order to enforce the national principles that exist for our medicare program.

Beyond the five-year period, HEAL recommends the real value of the transfer be preserved by means of an appropriate escalator. This translates to a total cash allocation for health of approximately \$7.5 billion, from the total transfer (cash and tax) of \$25 billion (in 1997/98).

While HEAL's proposal deals only with the health component of the CHST, HEAL believes that allowing the total value of the CHST to fall below the level already announced for 1997-98 would not be warranted and could, indeed, be harmful to Canada's social fabric. HEAL believes that education and income support are important factors of a healthy society, and this fact is acknowledged in our brief.

We state that "HEAL acknowledges that the government should ensure that enough targeted cash is transferred to the provinces/territories to provide reasonably comparable levels of health, social service and post-secondary education delivery across the country."

The acknowledgement of the need for a cash floor, as outlined in the recent throne speech, signals that the government is beginning to listen to all of our messages about the current state of our health, social and post-secondary education programs.

We believe that the lack of clarity around the CHST has encouraged health, social, and education groups to become pitted against each other. It is unfortunate that your reporting has reinforced this perception.

MARY ELLEN JEANS
Co-Chair, Health Action Lobby

We are pleased that the Health Action Lobby is now, in principle, in favour of supporting all three areas involved in the Canada Health and Social Transfer. — Ed.

VP labels Memorial report as 'extremely misleading'

Your account of the settlement between Memorial University and its faculty union (*Bulletin*, March 1996) is extremely misleading. I am disappointed that a publication representing academics cannot be more objective.

I know you have received some correspondence from faculty members at Memorial expressing a similar sentiment.

In the meantime, I am pleased that Professor Bernice Schrank thinks this is one of the best collective agreements negotiated in Newfoundland in the last five years. I fully concur and would add that it is also probably among the best faculty agreements negotiated in Canada in recent years.

J. TUINMAN

Vice-President (Academic)
Memorial University of Newfoundland

Coverage of dispute at Memorial 'riveting'

I would like to say how delighted I was to read your lead article, "Settlement Averts Strike at Memorial" in the March 1996 issue. I found the account to be both riveting and accurate. It is comforting to know that your paper continues to provide us with an objective and accurate assessment of university affairs in Canada.

As you very clearly point out in that journalistic masterpiece, it was a fight between the forces of good and evil. Reading your account of "midnight manoeuvres," "con jobs," "email wars," "destroying the union," "mirages" and "intimidation" takes me back to the good old days of MIS.

I was pleased to see that the CAUT was not only eager to engage us in the battle, but it was prepared to stand behind us through the fight. The enemy had to cave in under such a show of strength. The agreement is symbolic of the desire never to go to war with one another again. I believe that it is peace in our time. I will go home and have a nice quiet sleep.

RAY GOSINE
Engineering, Memorial University

COMMENTS? QUESTIONS?

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PRESIDENT/PRESIDENTE: JOYCE LORIMER

EXECUTIVE DIRECTOR/DIRECTEUR GÉNÉRAL: DONALD C. SAVAGE

ASSOCIATE EXECUTIVE DIRECTOR/DIRECTEUR GÉNÉRAL ADJOINT: GORDON PIERRE

MANAGING EDITOR/REDACTEUR EN CHEF: LAZA DUHAIME

EDITORIAL ASSISTANT/ADJOINTE À LA RÉDACTION: LOUISE D'ANJOU

ADVERTISING AND CIRCULATION/PUBLIOTE ET OFFUSION: STELLA COSENTINO

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BARGAINING & BENEFITS

How can retirees secure maximum financial return on their investments?

Protecting Against Post Retirement Inflation

BY FRANK REYNOLDS

THE MAJOR PROBLEM FACING most retirees is how to secure the maximum financial return in the future. Unfortunately, this is not a simple issue and is made more complex by two human traits — a tendency to expect the world to remain unchanged and an unwillingness to face unpleasant facts.

Today we live in an environment in which there is little inflation and real interest rates (interest rates less inflation) are at historical highs. As recently as 15 years ago inflation exceeded interest rates by two per cent i.e. real rates were minus two per cent. What does the future hold? No one knows but it is well to look at any proposal from a financial advisor and test what will happen if the current situation prevails, if inflation is seven per cent and IPI per cent. These are the recent historical ranges and the rate impounded in today's long term interest rates.

The unpleasant fact the retiree must face is that protection from inflation is costly. Retirement income in the short run will be sizeably reduced.

To illustrate the various approaches that can be taken, consider a person age 65 who has \$500,000 available to provide a retirement income. Interest rates are assumed to be nine per cent level.

• **Indexed annuity:** The initial pension would be \$37,555 per annum and would increase with increases in the Consumer Price Index. The disadvantages of the approach are that the initial income is low and there is little or no benefit payable on death. The advantages are that buying power remains constant and that it is impossible to outline the income. These annuities are provided by some defined benefit pension plans and a few life insurers.

• **A level annuity:** The initial pension would be \$51,960. The advantages of the approach are a much higher initial pension and that it is impossible to outline the income. The main disadvantage is the nearly total lack of inflation protection. A second problem is the relatively small benefits payable upon death. This option is available from most pension plans and all life insurers.

• **A variable annuity:** The initial pension would be \$37,555, the same as under a fully indexed annuity. The level of subsequent annuity payments depends on the performance of a portfolio of stocks. The advantages are that it is impossible to outline the income and that the cumulative income over long (20 year) periods will normally be larger than for a fully indexed annuity. The disadvantages are the lack of a benefit payable upon death and the uncertainty of income. In general, stocks do not provide a good match to inflation over one year periods. Historically, there have been long periods in which inflation has increased faster than the stock market (and vice versa). Furthermore, sudden declines of up to 30 per cent in a single year in income have occurred. This option is available from most large life insurers.

• **Registered retirement income funds:** The initial pension would be \$20,000. The level of subsequent payments depends on the performance of the fund. The advantages are that the income will increase with time if interest rates remain level or increase and that a sizeable benefit is available if death occurs in the early years. The disadvantages are that the income runs out at age 90 and that the income can decrease if investment performance is poor. Inflation protection is present if inflation rates

are low relative to investment earnings but not if inflation is relatively high. This option is available from most life insurers, banks and trust companies.

• **Life income funds:** The initial pension would be \$20,000. The level of subsequent payments depends on the performance of the fund. The advantages are that the income will increase with time if interest rates remain level or increase, that the income cannot be outlined, and that a sizeable benefit is payable on death in the early years. The disadvantages are that the income can decrease if interest rates decline. This option is available from most life insurers, banks and trust companies.

In the table (right), all figures have been presented in constant dollars to permit easier comparison. The variable annuity has been omitted because of the uncertainty in the values it will produce. As can be seen, in the high inflation situation, the indexed annuity performs best. In the no inflation situation the picture is mixed. The level annuity clearly is better than the indexed annuity. However, the very high rates of return on the Registered Retirement Income Fund make it attractive at ages beyond 73.

In the intermediate inflation scenario (toughly the rate of inflation assumed in today's long term interest rate structure), the indexed annuity is always better than the RRIF and LIF and dominates the level annuity after 5 years.

Which option is best? There is no simple and clear answer. A number of factors have a bearing.

For most people, their pension is their single most valuable asset at retirement. Their home and other savings rank second and third.

Seventy-five per cent of the

See INFLATION... Page 4 C&P

Comparing Inflation Rates

ELEVEN PER CENT INFLATION

	Indexed Annuity	Level Annuity	RRIF	LIF
65	\$37,555	\$51,960	\$20,000	\$20,000
70	37,555	30,836	18,262	18,262
75	37,555	18,300	16,675	16,675
80	37,555	10,860	15,226	
85	37,555	6,445	13,903	
90	37,555	3,825	12,695	
95	37,555	2,270		
100	37,555	1,347		

■ ■ ■

SEVEN PER CENT INFLATION

	Indexed Annuity	Level Annuity	RRIF	LIF
65	\$37,555	\$51,960	\$20,000	\$20,000
70	37,555	37,042	21,940	21,940
75	37,555	26,414	24,069	24,069
80	37,555	18,833	26,404	
85	37,555	13,427	28,966	
90	37,555	9,574	31,776	
95	37,555	6,826	0	
100	37,555	4,867		

■ ■ ■

ZERO PER CENT INFLATION

	Indexed Annuity	Level Annuity	RRIF	LIF
65	\$37,555	\$51,960	\$20,000	\$20,000
70	37,555	51,960	30,772	30,772
75	37,555	51,960	47,347	47,347
80	37,555	51,960	72,850	
85	37,555	51,960	112,088	
90	37,555	51,960	172,462	
95	37,555	51,960	0	
100	37,555	51,960	0	

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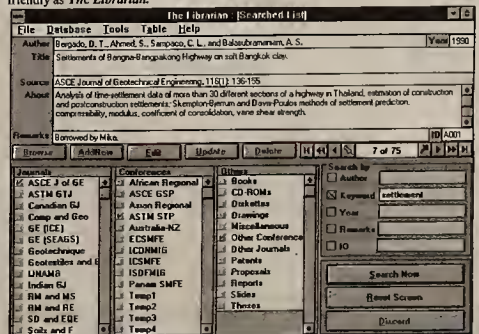
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B.C. Premier Announces Commitment to PSE

FROM PAGE 1

secondary institutions in the province, to the cheers of throngs of students gathered at Langara College in Vancouver. The post-secondary announcements are part of Clark's *Investing In Our Future - A Guarantee For Youth* program.

The news was greeted enthusiastically by B.C.'s post-secondary community.

"The Premier has clearly demonstrated the government's continuing support for education and training. He has also indicated that, in spite of severe federal cuts to education and health services, the B.C. government is prepared to find alternatives to a slash and cut policy," Ed Laval, president of the College Institute Educators' Association, said.

Bruce More, president of the Confederation of University Faculty Associations of B.C., congratulated the provincial govern-

ment on its foresight. "A lot of people worked very hard over the past year trying to persuade the federal government it was taking the wrong approach in cutting transfer payments for post-secondary education. The feds went ahead anyway, threatening our ability to adapt to changing economic and social conditions. We're glad the province has adopted our belief that spending on universities and colleges is an investment, not an expense."

"Very good news," is how Michael Gardiner, B.C. Chairperson of the Canadian Federation of Students, described the announcements. "The new spaces will help improve B.C.'s post-secondary participation rate which still remains below the national average."

B.C. Liberal leader Gordon Campbell also promised not to pass federal cuts along to post-secondary institutions. While supporting Clark's education initiatives, Campbell claimed Clark will raise taxes and increase the debt to fund the announcements. Clark

said the increased spending on post-secondary education will be funded from expected increases in provincial revenues and savings in other government spending.

Of the \$16.5 million in new spending, \$10 million is for university and college programs and \$6.5 million is for training initiatives for welfare recipients. The university and college programs include: funding for two new college satellite campuses, expansion of nursing and tourism programs at the University of Victoria, and funding of Royal Roads University.

CAUT president Joyce Lorimer was heartened by Clark's announcements. "I hope this kind of trend in B.C. will force other jurisdictions to re-evaluate their approach to funding post-secondary education," she said.

A provincial election must be held in British Columbia by October of this year, but many observers expect it will be called for late May or early June. ■

(Robert Clift is Executive Director of CUEA/BC)

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Post Retirement Inflation Protection

FROM PAGE 3

people who retired in 1995 will live to age 77, 50 per cent to age 83, and 25 per cent to age 89. Furthermore, most people will remain active and independent till shortly before death. This means that most people will not move from their home either into an apartment or some form of nursing home until they are into their 80's. Hence the equity in their home is not available to supplement their retirement income.

Some people are very concerned about what happens to their money on their death. Life annuities have the advantage of providing an income for life but usually do not provide a sizeable death benefit for one's children. RRIFs on the other hand provide smaller benefits while the retiree is alive but much larger death benefits on premature death.

The maintenance of retirees standard of living at retirement is viewed by many as extremely important. Contrariwise others view the first five years after retirement as the critical ones and feel that they will not be able to enjoy life after age 70.

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(Frank Reynolds is a professor of actuarial science at the University of Waterloo.)

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TOGETHER WE MAKE A DIFFERENCE



Liberals Tip Their Hand on PSE & Research

FROM PAGE 1

informants of the government said the issue of further conditions was dead despite the promises in the 1995 budget and this Throne Speech.

As part of a commitment to decentralize federal responsibilities, the Speech from the Throne announced that Ottawa would transfer its responsibilities in labour market training to the provinces but hedged by noting that this was to be an "orderly withdrawal of federal activity in training" and that it "...would explore new approaches and the appropriate roles and responsibilities of each level of government for strengthening national and local labour markets."

Ottawa had already announced this intention, but the caveats quoted above suggest there still is some division in the cabinet on the exact role of the federal government.

■ ■ ■

THE federal budget is where the government shows how much money it is prepared to invest in its promises. Overall the government continued its dramatic cuts in transfer payments to the provinces which are designed, in part, to assist post-secondary education. In total dollars this cut far exceeded any cash benefits brought by the budget. Under the old Established Programs Financing arrangements the transfer for post-secondary education accounted for slightly more than half the federal contribution to higher education.

The budget was also a disaster for university research. It did bring some useful changes in the tax status of charitable donations and some improvement in student aid. It proposed changes in RRSP and pension arrangements which will deleteriously affect many academic staff.

Canada Health & Social Transfer

This provides transfer funds to the provinces for health care, post-secondary education, and social assistance combined in one lump sum. Last year Finance Minister Paul

Martin announced a dramatic cut in the transfer for 1996/97 of \$3.5 billion. This budget added a further \$3.9 billion in cuts for the years between 1997 and 2000. The total cuts since the Liberals came to power to the year 2000 will be \$7.6 billion in cash or a decline of 40.7 per cent. Some provinces are already passing on these cuts to post-secondary education.

Mr. Martin did, however, respond to many critics including CAUT who had pointed out that the cash portion would inevitably disappear after the turn of the century. He announced there would be a floor of \$11 billion in cash below which the CHST could not fall and he anticipated a slight increase in payments around the year 2000. However, the long-standing Quebec abatement (now called Alternative Payments for Standing Programs) of \$2.2 billion in 1998-99 is recovered from the cash paid to the province of Quebec.

University-Related Research

Despite the recommendations of the Commons Finance Committee over two successive years that funds for the federal granting councils be at least maintained, new cuts were announced in the estimates that went with the budget. The cumulative cuts since the Liberals came to power are almost 18 per cent for SSHRC and NSERC and about 13.5 per cent for MRC.

The budget also continued the attack on other federal agencies that support university research such as the National Library and the National Archives. Their budgets were cut by 8.4 per cent and 14.6 per cent.

The research and science budgets of some other agencies which frequently collaborate with the universities were also significantly cut. This has a domino effect on both faculty and students. The \$72 million cut in the research capacity of AECL is a good example. This includes the laboratory where Bertram Brockhouse did his Nobel Prize winning research.

See LIBERALS... Page 6 B37

Les Libéraux dévoilent leur jeu

SUITE DE LA PAGE 1

lités en confiant notamment aux provinces la formation de la main-d'oeuvre.

■ ■ ■

LE budget du ministre Martin s'est révélé un désastre pour la recherche universitaire. Non seulement le gouvernement continuera-t-il de sabrer les paiements de transfert aux provinces, dont une partie est destinée à l'enseignement postsecondaire, mais il a aussi annoncé d'autres compressions aux budgets des conseils subventionnaires.

Dans le cas du TCSPS, il subira de nouvelles coupes de 3,9 milliard de dollars de 1997 à l'an 2000. Le ministre Martin a promis, cependant, que la partie en espèces du TCSPS ne descendrait jamais en dessous de 11 milliards jusqu'en l'an 2000.

Outre les nouvelles coupes annoncées pour les conseils subventionnaires et d'autres organismes fédéraux comme la Bibliothèque nationale et les Archives, une réduction du budget de recherche d'autres organismes (par ex. l'Institut des eaux douces) qui collaborent avec les universités est également prévue. L'ACDI n'a pas échappé au couperet fédéral. Il semble que certains de ses programmes où le secteur de l'enseignement postsecondaire joue un rôle considérable subiront des coupes sombres.

Les arts de création ne sont pas épargnés alors que des compressions de 5,1 millions de dollars sont prévues. D'autre part, le plafond annuel de 20 p. 100 du revenu net pour les dons de bienfaisance passera à 50 p. 100. Les universités et la collectivité artistique revendiquaient depuis longtemps un mécanisme permettant d'augmenter les dons de particuliers.

Le budget de 1996 du gouvernement fédéral s'est attardé au problème de l'emploi chez les jeunes en réaffectant 315 millions de dollars pour la création d'emplois. Les fonds prévus pour les emplois d'été pour étudiants seront portés à 120 millions de dollars. On renforcera aussi l'aide accordée aux décrocheurs pour se trouver un emploi. Les crédits d'impôts pour les étudiants, soit le crédit d'impôt pour études, le transfert des crédits pour frais

de scolarité et études, les régimes enregistrés d'épargne-retraite et la déduction pour frais de garde d'enfants, seront majorés de 80 millions de dollars.

Enfin, des modalités de remboursement plus souples seront offertes aux termes du Programme canadien de prêts aux étudiants. L'ACPPU regrette que le gouvernement n'ait encore annoncé aucune mesure d'indexation du plafond des prêts d'études.

En matière de technologie, le gouvernement augmentera de 30 millions de dollars le budget de Rescol, un programme qui permet de raccorder les écoles secondaires du pays à l'Internet.

L'aide fiscale à l'épargne retraite subira certains changements. Ainsi, les plafonds des cotisations aux REER seront maintenus à 13 500 \$ jusqu'en 2003 avant de passer à 15 500 \$ en 2005. L'âge limite de cotisation aux REER sera tamé de 71 à 69 ans et la période de report des droits inutilisés de cotisation deviendra illimitée.

■ ■ ■

LE gouvernement fédéral a déposé sa nouvelle stratégie en matière de sciences et technologie au début du mois de mars, longtemps après une consultation nationale parrainée par les ministres Manley et Gerrard. Malgré des aspects positifs comme le nouveau fonds de recherches pour les services de santé, la présidente de l'ACPPU, dans une lettre adressée à M. Gerrard, a émis des réserves quant à la création du Conseil consultatif sur les sciences et la technologie, qui remplacera le CCNST. Mme Lotimer s'est opposée au fait que les rapports de l'organisme ne soient pas publics. Elle recommande en outre que des scientifiques et des administrateurs du milieu universitaire y soient bien représentés. ■

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Liberals Tip Their Hand on PSE & Research

FROM PAGE 5

The media have highlighted the attacks on the Freshwater Institute and its Experimental Lakes Program. The demise of the Green Plan suggests research on the environment will suffer significantly. On the other hand Ron Irwin, Minister of Indian Affairs and Northern Development, announced that cuts to university funding of the Polar Continental Shelf Project will be restored.

Foreign aid was cut by 14 per cent over the next three years. Between 1994-95 and 1998-99, this assistance will have decreased by 34.3 per cent. CIDA funds important operational and development work in the Third World. Higher education is a significant player in this work, and it seems likely there will be substantial cuts to programs involving the higher education community.

The new Health Services Research Fund is an endowment to be operated at arm's length and by peer review through the MRC. The federal government will be contributing \$65 million over five years which includes \$50 million in new money, \$5 million from Health Canada, and \$10 million from MRC.

The budgetary reallocation in Health Canada had not been decided at the time of writing but the department stated that the new fund does not "...imply any near-term change in Health Canada's National Health and Research Development Program."

Student Aid

The Throne Speech put some emphasis on the problem of youth unemployment. The budget reallocated \$315 million to help create employment opportunities for youth.

The budget for summer employment of students will be doubled to \$120 million. CAUT and AUCC welcomed this move although some student organizations were concerned that the jobs might be concentrated in Ottawa and might be distributed on the basis of political patronage.

Most of the rest of the funds will be used to create employment opportunities for young people who have left school, especially those with lower levels of education. The details were not available at the time of writing but some student organizations were expressing concern that students would be hired at less than the minimum wage by large corporations which have laid off thousands of regular full-time employees.

Tax credits for students are to be improved by \$80 million to be paid by reallocations in the tax system. These are:

- Education Tax Credit — Students can now claim an education tax of 17 per cent of base amount for every month of full-time attendance at a prescribed educational institution. The base amount will rise from \$80 to \$100 per month.

- Transfer of Tuition and Education Credits — Amounts not used may be transferred to a supporting spouse, parent or grandparent up to the maximum amount. The maximum rises from \$4,000 to \$5,000.

- Registered Educational Savings Plans — The annual limit for contributions will increase from \$1,500 to \$2,000 and the lifetime from \$31,500 to \$42,000.

- Child Care Expense Deduction — Eligibility will be broadened to allow single parents who are full-time students to claim against any income. This will also apply to

two-parent families where both parents are full-time students.

Students can now have loans under both the Canada Student Loans Act and the Canada Student Financial Assistance Act. The change will remove the maximum repayment period under the CSLA and harmonize the two with no maximum period for either.

The government did not, however, announce any action on another and vital front which could wipe out most of the gains for students and their parents noted above. Sometime ago the cabinet indicated that it would apply a rule to the individual loan limits of student loans whereby they would be increased annually by the cost of living minus three per cent. Given the low rate of the Consumer Price Index, this rule, if applied, would reduce the value of student loans.

The university community (CAUT, AUCC, CFS, and CASA) working together has suggested a more reasonable arrangement which the government is examining. CAUT found it regrettable that this compromise was not adopted as part of this budget but hopes that an announcement will be made soon.

SchoolNet

There was an increase of \$30 million over three years for SchoolNet, designed primarily to put secondary schools across the country on the Internet. The government is also providing money to hire 2,000 computer students to help small businesses and voluntary organizations to hook up to the Internet and to help digitize significant heritage and other collections. It expects that by 1998 all schools and libraries will be connected to the internet.

Cuts in the Creative Arts

Cuts to the Canada Council affect CAUT members in the fine arts. Funding for the council has been steadily cut over the years. This year the cut is \$5.1 million although some of that involves a transfer of responsibilities for theatre and dance education to another agency. The Canadian museums have a mandate to increase knowledge in their areas and do work with university researchers. Their budgets have been cut \$5.6 million or 4.5 per cent.

Despite the Juneau Report, the CBC received more cuts in addition to those already mandated in earlier budgets. There are also reductions for Telefilm Canada and the National Film Board. The contrast with the oratory in the Speech from the Throne is remarkable.

Charitable Donations

Both the universities and the arts communities had been arguing for some time for arrangements that would encourage more private giving both in cash and in kind. The annual limit on charitable donations will be increased from 20 per cent of net income to 50 per cent. That limit will be increased to 100 per cent of an individual donor's income in the year of death and the preceding year.

The change is not the same as exempting capital gains tax completely on gifts of unappreciated property as is done in the U.S. The government thought it would lose too much revenue if it followed the American example. It expects the changes to cost \$5 million in the first year and \$20 million in the second.

The *Financial Post* carried a story calling for increased incentives on the American model because of the burden of fiscal restraint.

Tax Reform for Retirement Savings

The dollar limit on RRSPs is frozen at \$13,500 through to the year 2003, increasing to \$14,500 in 2004 and \$15,500 in 2005. Contributions for money purchase plans will be reduced to equivalent levels. For the purposes of defining entitlement under defined benefit plans, the maximum pension limit will remain at its current level of \$1,722 per year of service through to the year 2004. The values, therefore, decline with the rate of inflation.

The age limit for RRSPs, RPPs, DPSPs contributions is being lowered from 71 to 69. The current seven-year limit on carrying forward unused RRSP contribution room is being eliminated. And administration fees for self-directed RRSPs will no longer be tax-deductible if paid for outside the plan.

■ ■ ■

THE federal government finally released its S&T strategy at the beginning of March. This document is intended to give shape to the federal government's research policies. The process began shortly after the Liberals were elected with John Manley, the minister responsible for Industry Canada, and Dr. Jon Gerrard, the Secretary of State for Science, Research and Development, sponsoring a national consultation.

CAUT welcomed this and participated at all levels. There was then nothing but silence. Various anonymous voices within the government suggested powerful ministers were opposed to any science or research policy as were significant players in the Finance Department despite the commitments made in the Liberal's Red Book.

As AUCC noted, "the strategy is designed to entice the private sector to be a more active partner in the country's innovation system and to restructure the government's own scientific activities in support of this end." The overriding purpose is to encourage the transfer, commercialization and diffusion of technology.

In this context university research got short shrift. Both AUCC and CAUT protested. AUCC told the government that its strategy "falls short of the front end of its basic underlying equation. There is no doubt that Canada needs to enhance its technology and knowledge transfer capability. However, it is shortsighted to believe that this objective can be achieved at the expense of investments in knowledge creation."

It argued that university research is one of the principal generators of job growth in this country and it cited Eric Newell, CEO of Syncrude Canada, who spoke at a recent AUCC meeting about the basic university research which transformed his entire industry and helped make it the viable industry it is today.

AUCC said it would be working over the next months to remind the government of the concerns of the university community and to promote "a much more balanced approach to the implementation of the federal S&T strategy."

CAUT President Dr. Joyce Lorimer, wrote to Dr. Gerrard expressing similar sentiments. She noted the hard work that both

he and Mr. Manley had put into the creation of a science and technology strategy over the objections of some of their colleagues.

She noted there were some positive recent signs such as the new health services research fund, the permission to NSERC to create an investment fund, and the decision to fund proper statistics on research and development at Statistics Canada. She also noted earlier announcements which had a direct bearing on university research such as the joint program between SSHRC, Citizenship and Immigration, and other federal departments for research on immigration policy.

However, she expressed great disappointment about the treatment of the university sector both in the budget and in the S&T strategy. In particular:

- the huge cut in the transfer payments to the provinces which will translate into accelerated degradation of the research infrastructure of higher education;
- the continued cuts to the budgets of the three federal granting councils;
- the cuts to federal agencies which directly support research such as the National Library and the National Archives;
- the cuts to federal research laboratories which work with both faculty and students in universities and colleges; and
- the cuts to CIDA which will have an impact on aid programs involving universities and colleges.

She expressed concern about the existing and proposed federal structures relating to research. She noted that there was a concern in the university community that Industry Canada was simply not interested in university research and that no one seemed mandated to work with the universities and colleges in the same manner as the ministry works with companies in the private sector.

She also expressed reservations about the proposed structure for advice to the government announced in *S&T for the New Century*. NABST will be abolished and replaced by a new Advisory Council on Science and Technology composed of distinguished individuals from outside the government.

Unlike NABST, this council will not generate its own reports. It will review the departmental estimates and annual reports. It appears that it will do this in secret and report directly to the Economic Development Committee of cabinet. Dr. Lotimer objected to this.

"We think it should be an open institution," she said. "Its agenda should be public. The papers it receives should be available, and its advice to government should be published."

She urged the government to provide a formal route into this process for the university community. She also noted that much will depend on the quality of the persons appointed to the advisory council. She urged that there be an appropriate number of representatives of the academic community and that there be both bench scientists as well as administrators.

She noted the contrast between Washington and Ottawa. In the former case the president and the vice-president are active supporters of the universities, student aid, and basic or fundamental research. In the latter the prime minister is virtually silent as is the most powerful minister in the cabinet, Paul Martin. ■

Opinion

Freshwater Institute is Starving to Death

BY ANDREW NIKIFORUK

FAmous SCIENTISTS GENERALLY HAVE a reputation for using adjectives sparingly. They certainly aren't given to describing the actions of the Canadian government as horrific, shameful or catastrophic. But when it comes to the systematic dismantling of the world-famous Freshwater Institute and its Experimental Lakes Program, they no longer mince words.

Consider, for example, the dismay of Eville Gorham, a professor of ecology at the University of Minnesota, a fellow of the Royal Society of Canada and a pioneer in acid-rain research. "It's a catastrophe not only for Canadian science but for freshwater science in general ... I don't know anybody who would look upon this with anything other than horror."

Or hear Gene Likens, director of the Institute of Ecosystem Studies in Millbrook, New York, and North America's foremost ecologist: "It's a disastrous, sad and ill-conceived idea ... To dismantle the ELA, which took such great care and effort to establish, is just a bad decision."

Or listen to Digby McLaren, one of Canada's most eminent scientists and a former president of the Royal Society of Canada: "In my view its demise will be an absolute disaster of the first magnitude." Dr. McLaren characterizes the government's attack on the institute as "an absolute disgrace."

Established in 1969, the Winnipeg-based institute draws much of its fame from long-term field work in a 52-lake region north of Kenora, Ont., called the Experimental Lakes Area. While most federal agencies have received funding cuts of 20 to 30 per cent, the institute faces an extraordinary 70 per cent amputation of its long-term funding. Yet the institute remains the only agency of the Department of Fisheries and Oceans whose pivotal research has made a difference to the lives of every water drinker and fisherman on the continent.

While the department's byzantine bureaucracy has consistently mismanaged fish stocks on both coasts, the institute has repeatedly made environmental history. In the 1970s it published the first hard facts about phosphates and algae-strangled lakes. In the 1980s, long before governments acknowledged the problem, it documented the life-killing effects of acid rain on aquatic creatures. In the 1990s it has reported the world's only reliable data on the insidious effects of climatic warming on fresh waters. Moreover, half of the world's information on the long-range airborne transfer of pesticides, DDT and other global killers in the Arctic has come from the institute.

In Europe such vital and highly acclaimed studies would be taught to every schoolchild. In the United States they still command half-page splashes in *The New York Times*. But in Canada, where nationalism is now defined by how well Ottawa betates or accommodates Quebec, Canada's leadership in freshwater research still remains a largely untold story — and if the Liberals have their way, a dead fish as well.

All public policy regulating phosphates and sulphur emissions in the United States, Canada and Scandinavia can be traced back to the ground-breaking science performed at the ELA. Notes David Schindler, one of Canada's most honoured scientists and the ELA's first director, in the 1970s and 1980s: "There is no one who doesn't think this is the best stuff on freshwater on the continent."

No one, that is, except the Department of Fisheries and Oceans and Canada's Liberal government. Last year, the DFO decided it was a ship that would sail only on salt water. A subsequent attempt to transfer the institute to the Department of the Environment quickly became a victim of ministerial haggling and incompetence. Neither Brian Tobin, then fisheries minister, nor Sheila Copps, then environment minister, were able to reach agreement on funding. Mr. Tobin proposed to hand over the ELA yet retain half of its monies, while Ms. Copps would not accept the agency unless it had an adequate budget. In the end, neither could set aside their differences to act in the public interest.

And so the institute remains in the custody of the Department of Fisheries and Oceans, which continues to starve to death Canada's most successful and cost-effective scientific program. Despite letters from scientists around the world and even the World Bank's warnings about the importance of freshwater, the DFO continues to fillet institute staff (59 scientists will become 22 by 1999) and will not guarantee funding beyond March, 1998.

None of this has anything to do with fiscal restraint. The institute costs a mere \$10-million of a \$500-million budget. "I always thought that if we worked hard and produced high-impact science we would be okay," reflects Bob Hecky, who resigned as director of the ELA last year out of sheer frustration. "But that was a lie ... we are in a department that doesn't want to pay for what we do."

Thanks to the salty biases of technocrats and the absence of political leadership in Ottawa, Canada has effectively sacrificed its leadership in freshwater science. Unless a politician with a conscience comes to the institute's rescue, its intellectual capital will flee to the U.S. and the foundation for much of the world's public policy on freshwater will be lost.

Professor Schindler, a University of Alberta aquatic ecologist with a reputation for bluntness, sums up the predicament with glum clarity: "The nation is willing to let everything slide because of Quebec. Ministers are leaving key issues to their deputies, and at the DFO the folks are all marine types. They will bleed every dollar they can from freshwater."

That means no one will be standing on guard for Canadians when it comes to the essence of life itself: freshwater. ■

(Andrew Nikiforuk is a Calgary-based writer and author of *The Fourth Horseman: A Short History of Plagues*.)

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Opinion

Married Women Bear Biggest Burden from Changes to Pensions

BY LEONARD SHIFRIN

NOT EVEN THE MULRONEY GOVERNMENT at its worst ever produced such a fraudulent policy document as the seniors benefits paper that Finance Minister Paul Martin tabled in March.

When its proposed new scheme is fully in place, pension outlays would be 10 per cent lower than under the current system.

That, in itself, isn't reason enough to dump on the proposal. The crucial question is which seniors that money would come from.

And the answer — entirely camouflaged in the paper — is married women with little or no income of their own, whose husbands have incomes of \$40,000 or more.

Elderly single women, almost all of them widows, are mostly poor, and dependent on the federal government's Guaranteed Income Supplement.

The Martin package would increase that benefit by \$10 a month, enabling him to boast that "nine out of ten single elderly women will be better off."

Presumably, everyone is in favor of that. And it can be fully financed out of the small potatoes part of the proposed package — ending the pension tax credit and spousal transfers of the age credit for high-income seniors.

The rest of the elaborate shell game obfuscated by the Martin paper has nothing to do with that. Essentially it comes down to two measures.

The first would replace the current system under which pension payments are taxable and subject to a clawback that begins at \$53,215 income. Instead, pension payments would be non-taxable, but would begin shrinking at \$40,000 income.

There is nothing inherently objectionable in that. Many people have suggested starting the clawback at a level lower than \$53,215.

Based on Combined Income

But the present clawback, like the rest of the income tax system, is based on individual income. The Martin plan would be based on the combined incomes of both spouses.

That means a wife with no income of her own would lose her pension entitlement, based on her husband's income, even though she has no legal claim on that income.

When her husband dies, she could be left without a penny of that income if, for example, the income was an annuity or workplace pension that dies with him. Or, in the case of a second marriage, if he leaves his assets to the children of his first marriage.

Overnight, the woman's middle-class life ends, and she joins the legion of widows dependent on the government benefit (for which she then, of course, qualifies).

If it makes sense for a wife to lose her claim to a pension because the husband she is living with has a good income, should a widowed mother living with a well-off daughter also lose her benefit? What about elderly cousins or friends who live together?

The marriage certificate can't be the crucial factor because the government treats common-law relationships as marriages.

Basis for Welfare

When all of a household's income is needed to pay for rent and food and the other basics of subsistence, it doesn't much matter whose name the cheques are in. That's why family income has long been used as the basis for welfare and Guaranteed Income Supplement entitlements.

But previous proposals that would have denied Unemployment Insurance benefits, for example, to wives whose husbands have well-paying jobs were emphatically rejected.

Our old age pension system provides elderly women who have little or no income of their own with an independent source of income — \$394 a month, subject to tax. Ending that tradition would be a very major change.

What makes the Chrétien government's pension paper such a wretched fraud is that it doesn't just fail to face these issues.

It tries to hide them.

Nine out of ten single women will be winners under the new system, it says. But not a word about how many married women will be losers.

The answer is most.

Sixty per cent? Seventy per cent?

Who knows. It is impossible to tell from the way the budget paper has hidden the data.

"Seventy-five per cent of seniors will be as well or better off," says the Martin budget. Yet subtract the nine out of 10 single women who will be better off, and you are left with half of the remaining seniors being worse off.

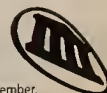
Since most single men and significant numbers of married men will also be better off, that leaves a huge proportion of married women as the bulk of the losers.

If that is what the government thinks Canadians want from their new pension system, it should have the guts to spell it out. ■

(Leonard Shifrin is a freelance writer on economic and social policy issues.)

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Book Review

Why the Information Highway?

BY TONY BATES

WHY THE INFORMATION HIGHWAY? *Lessons from Open and Distance Education* (Roberts, J. and Keogh, E.; Trifolium Books, Toronto, 1995) is a useful and timely addition to the growing literature on Canadian distance education, complementing earlier collections of papers, such as Mugridge and Kaufman (1986) and Sweet (1989).

Part 1 of *Why the Information Highway?* is concerned with emerging issues in open and distance learning. Margaret Haughey of the University of Alberta provides a thoughtful discussion of the meaning of distance in education. Lucille Pacey, of the Open Learning Agency, and Wayne Penney, a management consultant, both from British Columbia, provide a challenge to distance educators to think strategically, to develop models of teaching and learning that meet the emerging needs of learners in the 21st century.

Part 2 is a collection of case studies, each of which, as well as providing a very brief account of each case, identifies issues arising from these applications. Anna Stahmer, co-publisher of *The Training Technology Monitor*, describes five case studies of open and distance learning in the training sector; Norman McKinnon, a private consultant from Ontario, describes three case-studies of open and distance learning in the K-12 sector; Barbara Spronk, of Athabasca University, provides seven case-studies on the application of open and distance learning for aboriginal education; Jane Brindley, a former Director of Student Services at Athabasca University, makes an impassioned argument for high quality student support services for distance learners; Ross Paul, the President of Laurentian University, takes a hard look at the reality, as distinct from the myths and hype, of technology applications in distance education; and Thérèse Lamy (private consultant), Pierre Pelletier (Director of Continuing Education at the University of Ottawa), Denise Paquette-Frenette and Daniel Larocque (private consultants), Noël Thomas, president of an Ottawa-based company that provides on-line educational services, and Don McDonnell, Director of Distance Education at the University of Ottawa, provide case-studies and perspectives of francophone

applications of distance education.

Part 3 is concerned with analysis. This for me was the most interesting part, with stimulating chapters on research and evaluation (Judith Tobin, TVOntario), internationalization (Ian Mugridge, Commonwealth of Learning), and government policies regarding distance education (the editors, Erin Keogh, Director of the Open Learning and Information Network of Newfoundland and Labrador, and Judy Roberts, an Ontario-based private consultant).

Several of the contributors emphasize the point that there is now a great deal of experience in teaching students off-campus, and that many of the lessons derived from this experience will apply to new applications of the information highway. In particular, teaching needs to be learner-centred, with good instructional design, appropriate choice and use of technologies, and above all strong student support services, such as counselling, group work, interaction between teacher and student, peer group interaction, and strong links with local communities.

The authors include six past, present or future Presidents of the Canadian Association of Distance Education, so it can be seen that the book is comprehensive geographically, culturally and in terms of experience. However, the book does not include contributions from some of those Canadians, such as Linda Harasim and Gerry Sinclair from Simon Fraser University, and Terry Anderson from the University of Alberta, who have pioneered the use of the Internet for teaching, or from those using video-conferencing at Calgary, Queen's, Guelph, Waterloo and McMaster universities. These new 'players' reflect a range of differing philosophies and contexts for technology-based distance learning.

Their potential contributions are missed, because the inherent conservatism of Canadian distance education, and the need for it to adapt to the changing technological and social environment, is noted by several of the contributors. Pacey and Penney for instance, in what for me was the most significant chapter in the book, not only demolish the limited thinking behind linear strategic planning models, but question whether distance educators themselves have changed

their thinking, to take account of the changing world around them. Tobin also notes that despite nearly 20 years of research in distance education, the research is still fragmented and repetitive, and fails to address the wider issues of what learners need, and how best to meet those needs, in a world where distance education and campus-based teaching is rapidly converging through the use of technology.

This highlights my main disappointment with this book. With a few exceptions, the authors do not address the central issue of how information technology will change the nature of both distance teaching and campus-based institutions. As a result, issues specific to the application of technologies such as the World Wide Web, computer conferencing, and video-conferencing are not discussed in any depth. The 'missing' contributors are experimenting with these new delivery forms in new contexts, and are coming up with solutions that extend both the campus-based and distance education paradigms.

Thus, this book seems to have been written for, and is likely to be of most interest to, those in 'conventional' distance education organizations, or distance education departments in dual-mode institutions. For this reason, I will certainly be recommending it to the staff in my distance education unit. However, while the book will also be useful for my faculty colleagues who are interested in using multimedia and the information highway for their teaching, they will need to work harder to apply its lessons, and will not find answers to some of the critical issues that they are having to address, such as the relationship between on-campus and off-campus use of technologies, faculty development, and technology infrastructure support. ■

(Tony Bates is the Director of Distance Education and Technology, Continuing Studies, at the University of British Columbia.)

References: *Distance Education in Canada*, Mugridge, I. and Kaufman, D. (eds.) Croom Helm, London, 1986; and *Post-Secondary Distance Education in Canada*, Sweet, R. (ed.) Athabasca University/Canadian Society for Studies in Education, Athabasca, 1989.

Rosalind Riseborough, CAUT Director of Member Services is the *New Media* page editor. Telephone: 613/820-2270; Fax: 613/820-7244 E-mail: rise@caut.ca

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WATERLOO CLASSICALS

ACCOUNTANCY

UNIVERSITY OF WATERLOO — School of Accountancy. Applications are being invited for a tenure track position at the Assistant Professor rank from those with teaching and research interests in (1) auditing and attestation, (2) financial accounting, (3) management accounting and information systems, and (4) taxation. PhD or equivalent. Salary commensurate with qualifications and experience. Appointment effective July 1, 1996. Send resumes to the Director, School of Accountancy, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. This appointment is subject to the availability of funds. It is the intention of the University of Waterloo to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities.

ADULT EDUCATION

ST. FRANCIS XAVIER UNIVERSITY — The Department of Adult Education, St. Francis Xavier University, invites applications for a tenure track position at the rank of Assistant/Associate Professor. Applications for tenure track positions in adult education or related areas are preferred. The Master of Adult Education program is a self-directed and delivered via distance education. The position requires a comprehensive knowledge of adult education theory and practice. Applicants should have both practice and distance teaching experience. Duties include supervision of graduate students, facilitation of orientation sessions, and research. Salary is dependent on qualifications and experience. Please submit a letter of application together with a curriculum vitae and the names of three referees to: Dr. Susan May, Chair, Department of Adult Education, St. Francis Xavier University, P.O. Box 3000, Antigonish, Nova Scotia B9G 2W5. Applications will be accepted until the position is filled, and the position is subject to budgetary confirmation. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and landed immigrants.

ANTHROPOLOGY

UNIVERSITY OF BRITISH COLUMBIA — Director, Museum of Anthropology. The University of British Columbia invites nominations and applications for the position of Director of the Museum of Anthropology. The Director is responsible to the Dean of the Faculty of Arts for the supervision

and promotion of the scholarly and public activities of Canada's largest university museum. The appointment will be joint with an academic department for a three-year, five-year term, beginning July 1, 1997, subject to final budgetary approval. Candidates should have a strong scholarly record, administrative experience, ability to contribute to the research, teaching and other activities of the museum, and the commitment to work effectively with an experienced professional staff. Nominations and applications, accompanied by curriculum vitae and three letters of reference, should be submitted in confidence to the Dean, Faculty of Arts, the University of British Columbia, Vancouver, BC V6T 1Z1. Applications will be accepted until June 30, 1996. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities.

TRENT UNIVERSITY — Applications are invited for an eight-month, limited term position in Cultural Anthropology at the Assistant Professor level (current base salary \$41,816 per annum) starting September 1, 1996 to April 30, 1997, subject to budgetary approval. Opportunity exists to apply for additional summer teaching. We are seeking a Cultural Anthropologist capable of teaching all courses listed below. PhD is required. Second 1/2 of AN 200: Cultural Anthropology and AN 309: Ethnographic Method in Cultural Anthropology. Third 1/2 of AN 100: Introduction to Cultural Anthropology and AN 422: Gender: An Anthropological Perspective or AN 423: Non-Verbal Communication. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Trent University is an employment equity employer and especially invites candidates from women, aboriginal peoples, visible minorities and disabled persons. Please send a Curriculum Vitae, a minimum of two letters of reference, description of research interests and activities, and a sample of recent writing to Professor Joan M. Vastakis, Chair, Department of Anthropology, Trent University, Peterborough, Ontario, Canada K7N 7B8, Fax (705) 748-1613. Email: "ANTHROBIO@TRENTU.CA". Please provide telephone number and, if possible, EMail address or Fax number. Deadline for receipt of applications is April 30, 1996.

TRENT UNIVERSITY — Applications are invited for an eight-month, limited term position in Archaeology at the Assistant Professor level (current base salary \$41,816 per annum) starting September 1, 1996 to April 30, 1997, subject to budgetary approval. Opportunity exists to apply for additional summer teaching. We are seeking a Mezzanant with specialization in Mayan archaeology. The position is subject to budgetary confirmation and is expected to participate in graduate

programs instruction and to teach the following courses: Second 1/2 of AN 242: Introduction to Archaeology and; AN 412: Prehistory of Mesoamerica; and two AN 100: Introductory sections on archaeology. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Trent University is an employment equity employer and especially invites candidates from women, aboriginal peoples, visible minorities and disabled persons. Please send a Curriculum Vitae, a minimum of two letters of reference, description of research interests and activities, and a sample of recent writing to Professor Joan M. Vastakis, Chair, Department of Anthropology, Trent University, Peterborough, Ontario, Canada K7N 7B8, Fax (705) 748-1613. Email: "ANTHROBIO@TRENTU.CA". Please provide telephone number and, if possible, EMail address or Fax number. Deadline for receipt of applications is April 30, 1996.

ANTHROPOLOGY & CLASSICAL STUDIES

UNIVERSITY OF WATERLOO — The Departments of Anthropology and Classical Studies are looking for an individual to fill a joint tenure track position starting September 1, 1996. The Anthropology program needs individuals to teach introductory Human Evolution (first year level), Archaeological Method and Theory, North American Prehistory, and your own special area. Ability to teach introductory Human Evolution and Anthropology and courses on Canadian Prehistory would be a definite asset. In Classical Studies the successful candidate will be expected to teach introductory courses in Greek and Roman art and architecture, as well as survey courses in the history and culture of Greece and Rome, and elementary to intermediate-level courses in Greek and/or Latin. Opportunities also exist for senior level instruction in the candidate's area of specialization. We are looking for an excellent teacher who contributes in a number of ways to a small undergraduate department. Research area is open, but the person must have an active program with publications or potential publications. Salary range commensurate with qualifications and experience. Applicants should send their CV and arrange for at least three referees to send letters of reference directly to: R.L. Fowler, Chair, Department of Classical Studies, University of Waterloo, Waterloo, Ontario N2L 3G1 by May 31, 1996. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. The appointment is subject to the availability of funds. It is the intention of the

University of Waterloo to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible.

BIOCHEMISTRY & MOLECULAR BIOLOGY

MC GILL UNIVERSITY — Department of Physiology. Applications are invited for a postdoctoral research associate position, available immediately. The NIH-funded project involves molecular studies of CFTR, a chloride channel which is defective in Cystic Fibrosis, and the serine/threonine phosphatase that controls its activity. A strong background in molecular and/or cellular biology or biochemistry is essential. Please send curriculum vitae and names of three referees to: Dr. J. Naranjo, Department of Physiology, McGill University, 3655 Drummond St., Montreal, Quebec H3G 1Y6 Canada, Fax: (514) 398-7452; email: haren@ahp.mcgill.ca.

BIOLOGY

TRENT UNIVERSITY invites applications for two 41/2 month limited term appointments one starting August 15, 1996 and ending December 31, 1996, the other starting January 1, 1997 and ending May 15, 1997. Teaching duties for the first appointment include an upper year half course in ecology and evolution and a second year half course in an introductory biology or ecology course. Teaching duties for the second appointment include a first year half course in Animal Behaviour and a second year half course in Vertebrate Anatomy. Successful candidates will also be expected to supervise a small number of teaching courses and will have the opportunity to be involved in honours thesis supervision. Qualifications include a PhD in biology with demonstrated teaching expertise in the areas listed above. Send application (curriculum vitae, statement of teaching experience and philosophy and names of three referees) to: Chair, Biology Search Committee, Department of Biology, Trent University, Peterborough, Ontario, K7N 7B8 by April 30, 1996. Individuals who wish to apply for both positions are invited to do so and should indicate accordingly in the application letter. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Trent University is an employment equity employer, and especially invites candidates from women, aboriginal peoples, visible minorities and disabled persons.

TRENT UNIVERSITY invites applications for a 9-month limited term joint appointment in Environmental and Resource Studies Programme and the Department of Biology. Teaching load (evenly split between the two units and combining both introductory and upper year courses) will total the equivalent of two full year (24 weeks) courses plus honours thesis and reading courses. Courses taught will include (but not be limited to) introductory statistics, plant ecology and physiology and pollution biology. Qualifications include a PhD in biology or related natural science discipline and demonstrated teaching ability at the undergraduate level in most of the areas listed above. Trent University is a bilingual and science institution that focuses on interdisciplinary education and research. Send applications (curriculum vitae, statement of teaching experience and philosophy and the names of three referees) to: Chair, BGS Search Committee, Department of Biology, Trent University, Peterborough, Ontario, K7N 7B8 by April 30, 1996. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Trent University is an employment equity employer and especially invites candidates from women, aboriginal peoples, visible minorities and disabled persons.

BUSINESS

UNIVERSITY OF MANITOBA Faculty of Management. Applications are invited for tenure-track positions in the area of (1) account

ing and (2) finance with one position available in finance and two in accounting. Positions are subject to budget approval. Rank is at the Assistant or Associate level based on qualifications and experience. Visiting appointments are also possible. PhD or DBA, completed or near completion is required. Duties include research and teaching at the undergraduate and graduate levels. Salary is competitive and will depend on qualifications, experience and research record. Appointment date is open. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. The University offers a smoke free work environment, save for specially designated areas. This advertising is directed to Canadian citizens and permanent residents. Applications should be sent to: Dr. Lawrence L. Gould, Head, Department of Accounting and Finance, University of Manitoba, Winnipeg, Manitoba, R3T 5V6. Evaluation of applications will commence after May 15, 1996.

QUEEN'S UNIVERSITY, School of Business invites applications for a position in Policy Strategy. The candidate must have a PhD degree or near completion of studies toward one. This appointment is for a multi-year contract and could be at the Assistant, Associate or Full Professor level (a tenure-track position is possible subject to budget approval). The School of Business is committed to excellence in both research and teaching. Normally, faculty members are expected to be involved in the undergraduate, master's and PhD programs. The department also expects to participate in our executive programs. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. Queen's University has an employment equity program, welcomes diversity in the workplace and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities, and visible minorities. In all cases, salary will be commensurate with qualifications and experience. The effective date for the appointment is July 1, 1997. Applications will be accepted until the position is filled and should be submitted, including the names of three referees, to: Allan J. Richardson, Associate Dean, School of Business, University of Kingston, Ontario K7L 3N6 Fax: (613) 545-2013.

CARDIOLOGY

DALHOUSIE UNIVERSITY — Division of Cardiology, Department of Medicine, Dalhousie University, seeks applicants for a full-time faculty position involving a major role in clinical echocardiography. The successful applicant will be expected to participate in research and undergraduate/graduate education. Proficiency in transoesophageal echocardiography is required. Preference will be given to candidates with several years' experience. Candidates must have JRCPC certification in Cardiology (or equivalent) and be eligible for specialty licensure in Nova Scotia. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified women, aboriginal peoples, racial minorities, and persons with disabilities. Send Curriculum Vitae and names of 3 referees to: Dr. D.E. Johnston, Head, Division of Cardiology, Dalhousie University, Room 3,056, Dickson Building, Victoria General Hospital Site, QE1 Health Sciences Centre, Halifax, NS B2N 2Y9. Applications will be accepted up to 10 days from the date of this advertisement.

CHEMISTRY

THE UNIVERSITY COLLEGE OF THE CARIBOO invites applications for an instructor Physical Chemistry Competition 858-059 (placement dependent on budgetary approval). The successful candidate will be required to teach lecture and lab sections of a first year general chemistry course and a third year biophysical chemistry course in thermodynamics that includes differen-

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York University, Faculty of Education invites applications for two positions:

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The Context:

The Faculty of Education offers innovative pre-service, professional development and graduate programs. We are committed to building our teacher education programs around academic frameworks for language, culture and teaching. The Faculty values collaboration and an interdisciplinary orientation to education. Its staffing approach encourages tenure-track faculty in Education to work with educators seconded from their school boards and with colleagues from other academic departments across the University. The York Campus is ideally situated at the centre of the Greater Metropolitan Toronto area and the Faculty works closely with culturally diverse urban school settings.

The Candidates:

Candidates will have completed a doctorate and present evidence of broad engagement with study and practices associated with the vacancy. Candidates must present evidence of the ability to: establish a strong program of scholarly research; provide excellence and leadership in undergraduate and graduate teaching and supervision; collaborate with colleagues in the field and across the University, and, be actively involved in the field of education.

The Mathematics Education Position:

Candidates will have engaged in scholarly work in relevant areas such as curriculum, philosophy and policy of math education, the public perception of math, or the relationship of math, technology and society. Some teaching at the elementary or secondary level and/or degree in the mathematical sciences will be considered an asset. The successful candidate will be expected to take a leadership role in the development of math education programs in the Faculty of Education.

The Science Education Program:

Candidates will have engaged in scholarly work in relevant areas such as curriculum, philosophy and policy of science education, the public perception of science or the relationship of science, technology and society. Some teaching at the elementary or secondary level and/or a university degree in one of the science disciplines will be considered an asset. The successful candidate will be expected to take a leadership role in the development of science education programs in both Faculties (Education and Pure and Applied Science).

The Appointments:

While preference will be given to appointments at the Assistant Professor level, initial rank and salary will be commensurate with qualifications and experience. Appointments would commence as early as 1 September 1996 and no later than 1 July 1997. York University is implementing a policy of employment equity, including affirmative action for women faculty. The Faculty of Education encourages applications from qualified people of colour, Aboriginal/First Nations people, and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

Applications:

A detailed letter of application should address your qualifications and research in relation to one of the advertised positions and to the context described above. Submit your curriculum vitae, one sample of your scholarly writing, and the names/addresses of three or more potential referees to:

Dr. Stu Shapiro, Dean, Faculty of Education
c/o 8553 Ross Bldg., York University
4700 Keele Street, North York, Ontario M3J 1P3

Closing Dates:

Applications, postmarked up to April 15, 1996, will be accepted.

Faculty of Forestry University of Toronto

Forest Conservation/ Sustainable Forest Management

Applications are invited for the position of assistant professor in Forest Conservation/Sustainable Forest Management at the Faculty of Forestry, University of Toronto, commencing on July 1, 1996, or as soon thereafter as possible. This is a tenure-stream position. The successful candidate will be expected to play a major role in the new Master of Forest Conservation programme and to participate actively in graduate teaching and supervision in M.Sc. and Ph.D. programmes. The position will also require strong personal commitment to research and capacity to attract research funding support.

The immediate central focus of the position will be forest conservation and sustainable forest management in Canada, but the Faculty would like to attract applicants who also have expertise in global forestry issues and who are interested in developing teaching and research focused in international conservation policy, tropical forestry, aboriginal and social issues involved in forest stewardship, or in the regulation or certification of sustainable forest management.

Applications accompanied by a detailed curriculum vitae and the names of three referees should be submitted by May 15th to:

Professor R.B. Bryan
Dean, Faculty of Forestry
University of Toronto
33 Wilketts Street
Toronto, Ontario
M5S 3B3

In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women and men, members of minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

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tual scanning calorimetry, the phase rule, membrane equilibria, equilibrium constants, activity coefficients, macromolecular solubility and electrochemistry including membrane potentials in living cells. Preference will be given to applicants with evidence of excellence in teaching. Qualifications: PhD in Chemistry or a PhD near completion. Term of Appointment: August 12, 1996 to December 22, 1996. Closing Date for Applications: April 12, 1996. The University College of the Cariboo is committed to the principle of employment equity. Please forward current curriculum vitae, quoting the Competition 1986-90, with names, addresses and telephone numbers of three (3) referees, along with a copy of graduate transcripts to: Dr. Basil, Human Resources Officer, The University College of the Cariboo, P.O. Box 3010, Kamloops, B.C. V2C 5N3.

BLOCK UNIVERSITY — The Department of Chemistry at Block University invites applications for a tenure track appointment at the assistant professor level to commence in July 1996, pending final budgetary approval. The successful candidate will be expected to establish a viable research programme in the area of synthetic organic or bio-organic chemistry. Applicants should have a PhD in organic chemistry and will be expected to teach organic chemistry at all levels. Applications should include a curriculum vitae, detailed research plan and statement of equipment needs. Candidates should have three referees write the Department directly. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Block University is committed to a positive action policy aimed at reducing gender imbalance in faculty. Qualified women candidates are especially encouraged to apply. Applications will be accepted until April 15, 1996. H. Holland, Search Committee Chairperson, Department of Chemistry, Block University, St. Catharines, Ontario L2S 3A4 Canada; email: holland@chemsci.labs.brocku.ca

COMPARATIVE DEVELOPMENT

TRENT UNIVERSITY — Applications are invited to fill a full-time, five-month limited term position at the Lecturer/Assistant Professor level from January 1, 1997 to May 31, 1997. Teaching duties will include a second year core course Development Analysis in Comparative Development Studies. The course involves an examination of the strengths and limitations of the major perspectives that have informed development studies. Selected monographs which address critical issues in development on the basis of well defined paradigms and sound empirical research are used. CDS is a broad interdisciplinary program that aims at providing undergraduates with a perspective on development issues that is theoretically and historically informed and well grounded in all disciplines regardless of disciplinary background, substantive area and area interests. Candidates should have a PhD or equivalent, an active research program and a demonstrated commitment to undergraduate teaching and fostered information about the program and the appointment may be obtained from R. Daniel Powell, Chair, Comparative Development Studies, Trent University, Peterborough, Ontario, K9J 7B8. Applications should be submitted with a curriculum vitae, and the names of at least three referees and should be sent to: Dr. C. Yong Kang, Dean, Faculty of Science, Trent University, Peterborough, Ontario, Canada K9J 7B8. Positions are subject to budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to a positive action policy aimed at reducing diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

graduate studies. The University has taken the initiative to establish a new undergraduate program in Software Engineering. The Department maintains an in-house state-of-the-art computing environment consisting of 200 workstations and research facilities for graphics and imaging, parallel computing, and research in artificial intelligence, test processing, AI and vision, and computing facilities for the handicapped. The Department receives funding from NSERC, the federal government agencies, such as the Canadian Genome Analysis and Technology Program and Agriculture Canada. For research into a broad range of areas including algorithms, artificial intelligence, computer graphics, databases, distributed computing, formal languages and automata, image processing, medical imaging, parallel computing, programming languages, software engineering, and vision. NSERC is establishing a new integrated Manufacturing Technology Institute in the University's Research Park. The deadline for applications is September 1, 1996. The teaching area is flexible, but is targeted at July 1, 1997. Applications should include the names of at least three referees and should be sent to: Dr. C. Yong Kang, Dean, Faculty of Science, Trent University, Peterborough, Ontario, Canada K9J 7B8. Positions are subject to budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to a positive action policy aimed at reducing diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

COMPUTER SCIENCE

THE UNIVERSITY OF WESTERN ONTARIO — The Department of Computer Science at the University of Western Ontario invites applications for the position of Chair. Candidates should have a PhD in Computer Science or related discipline, and show excellence in research, administration and teaching in Computer Science. The position is one of several openings in the Department. The Department of Computer Science currently has 19 regular faculty plus visiting and teaching faculty members. The Department offers B.Sc., M.Sc., and PhD degrees in Computer Science or related discipline, and has 50 graduate students and 750 undergraduates.

CURRICULUM STUDIES

THE UNIVERSITY OF BRITISH COLUMBIA — The Department of Curriculum Studies at the University of British Columbia invites applications for a full-time, tenure-track position in technology education at the assistant professor level. The appointment will become effective no earlier than July 1, 1996, subject to final budgetary approval. Candidates must have a doctoral degree and relevant school teaching experience in technology education or related areas. As required, research in school and workplace studies, science and technology studies, or critical pedagogy is necessary. The successful candidate should have a strong background in secondary technology studies or career oriented education. This candidate should be able to bring a range of perspectives in education and technology to bear on curriculum studies. Responsibilities will include teaching courses in curriculum at the undergraduate and graduate levels, supervising graduate students and student teachers, and maintaining an active program of research and publication. Programs and courses within the Department of Curriculum Studies cover all of the school curriculum areas with the exception of languages, and department members and students work in a collaborative, cross-disciplinary environment. The Department is particularly interested in receiving applications from candidates with multi-disciplinary or cross-disciplinary interests in education. The University of British Columbia welcomes all qualified applicants, including women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Appointment at a senior rank may be considered for a woman with exceptional qualifications. The closing date for applications is May 1, 1996. A letter of application, a curriculum vitae, the names, addresses, and phone numbers of three referees, a statement of research interests, and one published paper (if available) should be sent to: Dr. David Robitaille, Head, Department of Curriculum Studies, Faculty of Education, The University of British Columbia, 2125 Main Mall, Vancouver, B.C. V6T 1Z4.

THE UNIVERSITY OF BRITISH COLUMBIA — The Department of Curriculum Studies at the University of British Columbia invites applications for a full-time, tenure-track position in technology education at the assistant professor level. The appointment will become effective no earlier than July 1, 1996, subject to final budgetary approval. Candidates must have a doctoral degree and relevant school teaching experience in technology education or related areas. As required, research in school and workplace studies, science and technology studies, or critical pedagogy is necessary. The successful candidate should have a strong background in secondary technology studies or career oriented education. This candidate should be able to bring a range of perspectives in education and technology to bear on curriculum studies. Responsibilities will include teaching courses in curriculum at the undergraduate and graduate levels, supervising graduate students and student teachers, and maintaining an active program of research and publication. Programs and courses within the Department of Curriculum Studies cover all of the school curriculum areas with the exception of languages, and department members and students work in a collaborative, cross-disciplinary environment. The Department is particularly interested in receiving applications from candidates with multi-disciplinary or cross-disciplinary interests in education. The University of British Columbia welcomes all qualified applicants, including women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Appointment at a senior rank may be considered for a woman with exceptional qualifications. The closing date for applications is May 1, 1996. A letter of application, a curriculum vitae, the names, addresses, and phone numbers of three referees, a statement of research interests, and one published paper (if available) should be sent to: Dr. David Robitaille, Head, Department of Curriculum Studies, Faculty of Education, The University of British Columbia, 2125 Main Mall, Vancouver, B.C. V6T 1Z4.

THE UNIVERSITY OF BRITISH COLUMBIA — The Department of Curriculum Studies at the University of British Columbia invites applications for a full-time, tenure-track position in curriculum and instruction in physical education at the assistant professor level. The appointment will become effective no earlier than July 1, 1996, subject to final budgetary approval. Candidates must have a doctoral degree, an established record of research and publication, and relevant school teaching experience. The successful candidate should have a strong background in curriculum and instruction in physical education and be able to provide leadership in the development of a graduate program in this area. Responsibilities will include teaching courses at the undergraduate and graduate levels, supervising graduate students and student teachers, and maintaining an active program of research and publication. Programs and courses within the Department of Curriculum Studies cover all of the school curriculum areas with the exception of languages, and department members and students work in a collaborative, cross-disciplinary environment. The Department is particularly interested in receiving applications from candidates with multi-disciplinary or cross-disciplinary interests in education. The University of British Columbia welcomes all qualified applicants, including women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Appointment at a senior rank may be considered for a woman with exceptional qualifications. The closing date for applications is May 1, 1996. A letter of application, a curriculum vitae, the names, addresses, and phone numbers of three referees, a statement of research interests, and one published paper (if available) should be sent to: Dr. David Robitaille, Head, Department of Curriculum Studies, Faculty of Education, The University of British Columbia, 2125 Main Mall, Vancouver, B.C. V6T 1Z4.

UNIVERSITY OF SASKATCHEWAN — The Department of Curriculum Studies at the University of Saskatchewan invites applications for 4 tenure-track positions to be filled, subject to budgetary approval, at the Assistant Professor rank, effective July 1, 1996. Successful candidates will possess expertise in one of these primary areas of responsibility: Social Studies Education, Second Language Education (French, Spanish, etc.), Mathematics Education, and be able to teach in one of these additional supplementary areas of responsibility: Physical Education, Health Education, Global Education, ESL, Early Childhood Education. Preference will be given to applicants possessing or completing a PhD, possessing successful classroom teaching experience and prepared to undertake detailed delivery of courses and programs. Candidates applying for Second Language Education should be bilingual in French and English. Duties will include teaching undergraduate and graduate courses, supervising undergraduate students and graduate students, and conducting a program of research. Applicants should forward their curriculum vitae, letter of interest, and names of three referees to: Dr. Ralph D. Frank, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, 28 Campus Drive, Saskatoon, Saskatchewan S7N 0X1. Telephone: (306) 975-2151 ext. (250) 566-7818. E-mail: frank@curriculum.usask.ca. The deadline for submission is April 30, 1996. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principles of employment equity and encourages applications from all qualified individuals. Women, people of aboriginal descent, members of visible minorities, and people with disabilities are invited to identify themselves on their applications as members of these designated groups.

CONCORDIA UNIVERSITY — The Department of Economics is seeking applications for 9 1/2 month level replacement positions from August 15, 1996 to May 31, 1997 at the level of Assistant Professor, subject to budgetary approval. Candidates should be experienced teachers of economics, preferably with a PhD completed or near completion. A capacity to teach some of the following will be necessary: macroeconomics, international economics, industrial organization, environmental economics and natural resources. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from

ate and graduate courses, supervising undergraduate students and graduate students, and conducting a program of research. Applicants should forward their curriculum vitae, letter of interest, transcripts, and the names of three referees to: Dr. Ralph D. Frank, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, 28 Campus Drive, Saskatoon, Saskatchewan S7N 0X1. Telephone: (306) 975-2151 ext. (250) 566-7818. E-mail: frank@curriculum.usask.ca. The deadline for submission is April 30, 1996. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principles of employment equity and encourages applications from all qualified individuals. Women, people of aboriginal descent, members of visible minorities, and people with disabilities are invited to identify themselves on their applications as members of these designated groups.

EARTH SCIENCES

UNIVERSITY OF WATERLOO — Earth Sciences. Applications are being accepted for a tenure-track faculty position in engineering geology or geological engineering at the Assistant or Associate Professor rank. The successful candidate will have a PhD in geology or earth sciences in environmental applications of geotechnical, such as shallow site investigation and related problems. The position involves teaching at the undergraduate and graduate levels, development of an active research program and supervision of graduate students. The Department currently has one of the largest undergraduate and graduate enrolments in Canada, and with the Department of Civil Engineering, operates a cooperative program in Geological Engineering. The successful applicant will be expected to play a significant role in the operation of the Geological Engineering undergraduate program and can expect to be cross-appointed in the Department of Civil Engineering. Both M.Sc. and PhD degrees are offered in geological engineering, and the Department has varied and extensive research programs in most areas of the geosciences. Salary will be commensurate with experience. The position is a full-time position. In 1996. The closing date for applications is May 1, 1996. In order for an application to be complete, a curriculum vitae of the candidate, and a letter of recommendation from a senior faculty member in the Department are required. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds. Applications should be sent to: Dr. P. Karrow, Department of Earth Sciences, University of Waterloo, Waterloo, Ontario, N2L 3G1 Canada.

ECONOMICS

CONCORDIA UNIVERSITY — The Department of Economics is seeking applications for 9 1/2 month level replacement positions from August 15, 1996 to May 31, 1997 at the level of Assistant Professor, subject to budgetary approval. Candidates should be experienced teachers of economics, preferably with a PhD completed or near completion. A capacity to teach some of the following will be necessary: macroeconomics, international economics, industrial organization, environmental economics and natural resources. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from

ECOTOXICOLOGY

CONCORDIA UNIVERSITY — The Faculty of Arts and Science invites applicants for a 24-month, limited-term appointment as the assistant professor level or a postdoctoral fellowship in Ecotoxicology/Environmental Toxicology. Ecotoxicology is a post-graduate interdisciplinary program shared by the departments of Chemistry & Biochemistry and Biology. The successful candidate possesses a PhD in a relevant area and will be a dynamic lecturer capable of assuming the teaching responsibilities for 4 courses in Ecotoxicology. The full syllabus for the course is largely predetermined; nevertheless, the candidate must demonstrate the expertise and experience to address a wide range of environmental queries and issues. Additional duties involve the supervision of the research interests of graduate students in internships, i.e. workplace-related projects. An excellent research facility for aquatic toxicology is available. The position is open to candidates to carry out research in the area will be favourably reviewed. Curricula vitae, teaching experience, representative research papers and three letters of reference should be sent to: Dr. Peter Bird, Vice-Dean, Faculty of Arts and Science at Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H3B 2R4 (514) 848-2837 or email: BIRD@WATERLOO.CONCORDIA.CA. Information about the University may be accessed on the World Wide Web at: <http://www.concordia.ca>. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons.

EDUCATION

ST. FRANCIS XAVIER UNIVERSITY — Department of Education. St. Francis Xavier University invites applications for a full-time, tenure-track academic appointment in the area of Educational Administration. The University seeks individuals who qualify for appointment at the Associate or Full Professor level. In exceptional circumstances it may be possible to negotiate a term position for this appointment. The University is a liberal arts institution which primarily serves the north-eastern region of Nova Scotia, Canada. The Department, which offers both B.Ed. and M.Ed. programs, is currently implementing a new two-year teacher education program and is a designated centre for the study of Educational Administration of Nova Scotia. The Department enrolls approximately 160 full-time students in the B.Ed. program and 120 part-time students in the M.Ed. program. The duties of all faculty include some combination of undergraduate and graduate instruction, internship supervision, their supervisory, research, and professional development activities. Applicants for this position should have an earned doctorate in Educational Administration or a related field, extensive administrative experience in public schools and school systems, an established research agenda, and a strong publication record. For further details of the position please contact the Prof. Tim Goddard, Chair of the Hiring Committee, at 902-867-2464 or by e-mail

UNIVERSITE D'OTTAWA UNIVERSITY OF OTTAWA

PROFESSEUR(E)S FACULTE D'ADMINISTRATION

La Faculté d'administration de l'Université d'Ottawa recherche des professeurs(e) pour les postes suivants:

- un poste d'entrée à temps plein menant à la permanence en comptabilité pour faire de la recherche et enseigner au niveau des 1er et 2e cycles. Qualifications requises: Ph.D. dans le domaine (comptabilité) et affiliation professionnelle (CA, CGA et CMA); expérience en enseignement et en recherche souhaitables. Pour fin de permanence, un (une) candidat(e) francophone devra avoir atteint un niveau de compétence en anglais qui lui permet d'enseigner dans cette langue.
- deux postes contractuels d'un an à temps plein ne menant pas à la permanence, tous deux en français:
 - en Comptabilité financière pour enseigner en français. Qualifications requises: désignation professionnelle (CA, CGA ou CMA), Maîtrise dans le domaine et expérience de travail.
 - en Comportement organisationnel et gestion des ressources humaines pour enseigner des cours en français. Qualification requise: Ph.D. ou l'équivalent; expérience d'enseignement et de travail au moins.

L'Université d'Ottawa a une politique d'équité en matière d'emploi. Les femmes sont fortement encouragées à poser leur candidature.

Seules les candidat(e)s invité(e)s pour une entrevue recevront un accusé de réception.

Faire parvenir votre curriculum vitae au plus tard le 30 avril à l'adresse suivante: Jérôme Drouin, Ph.D., Vice-doyen, Faculté d'administration, Université d'Ottawa, C.P. 450, Succursale A, Ottawa, Ontario, K1N 6N5. Tél. (613) 562-5669, Téléc. (613) 562-5168.

UNIVERSITE D'OTTAWA UNIVERSITY OF OTTAWA

TEACHING POSITIONS FACULTE D'ADMINISTRATION

The Faculty of Administration, University of Ottawa, invites applications for the following positions:

- One full time entry-level tenure-track position in accounting for teaching and research in either English or French at the graduate and undergraduate levels. Ph.D. in domain (to hand or nearly completed) and professional affiliation (CA, CGA or CMA) required; teaching and research track record an asset; to be granted tenure an English speaking candidate will require a level of competence in French adequate for the purpose of teaching in French, and a French speaking candidate will require a level of competence in English adequate for the purpose of teaching in English.
- Two full time one year contractual positions, non tenure track, both for teaching in French:
 - One in financial accounting, professional affiliation (CA, CGA or CMA), Master's degree in domain and professional experience required; French.
 - One in Organizational Behaviour and Human Resource Management, Ph.D. or the equivalent in domain required; teaching and professional experience an asset; French.

Equity is a University Policy. The University strongly encourages applications from women. Acknowledgements will be sent only to candidates invited for an interview.

Send resumes prior in April 30 to: Jérôme Drouin, Ph.D., Vice-Dean, Faculty of Administration, University of Ottawa, P.O. Box 450, Station A, Ottawa, Ontario K1N 6N5. Tél. (613) 562-5669 - FAX (613) 562-5166.

UNIVERSITY COLLEGE OF THE FRASER VALLEY

Lab Instructor Kinesiology and Physical Education

UCFV, an institution with campuses in Abbotsford, Chilliwack, Mission and Hope, requires a lab instructor in its Kinesiology and Physical Education department.

Duties: The successful candidate will be able to conduct laboratory experiences in exercise physiology and anatomy. Potential to conduct laboratory experiences in motor behaviour and biomechanics would be an asset.

Requirements: A bachelor's degree in Kinesiology and Physical Education, or related field required; master's preferred. Previous experience in conducting laboratory experiences at the post-secondary level, fitness certification, particularly CFA, would be highly desirable.

Salary: To be determined by the appropriate placement on the faculty salary scale contained in the current collective agreement.

Applications detailing education and experience should be forwarded no later than April 15, 1996, to the University College of the Fraser Valley, Employee Relations Department, 33844 King Road, Abbotsford, B.C. V2S 7M9. Phone: (604) 854-4526. Fax: (604) 854-1538. E-mail: scarrow@ucfv.bc.ca

Posting No. 96.04e

UCFV is an Employment Equity Employer

805-14

ASSISTANT PROFESSOR Department of Mechanical Engineering

The University of Calgary, Department of Mechanical Engineering invites applications for an Assistant Professor in the area of Intelligent Manufacturing, effective July 1, 1996. This appointment is a full-time three-year limited term. At the end of the three-year period, a one-year re-appointment will be considered.

Qualifications include a doctorate in Manufacturing, Industrial or Mechanical Engineering. Industrial or other postgraduate experience may be considered advantageous, but is not a requirement. Expertise in the area of Intelligent Systems and/or Intelligent Manufacturing is required. Proficiency in one or more of the following areas would be preferred: Advanced Manufacturing Systems, Distributed Planning and Control, Enterprise Integration, Artificial Intelligence, Robotics, and Modelling and Simulation.

Responsibilities include research and teaching at the undergraduate and graduate levels. The successful candidate will be associated with the newly-established Nortel Chair of Intelligent Manufacturing and will have a half-time teaching load.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity.

Please send applications, a full curriculum vitae, and the names of three referees by April 29, 1996, to:

Professor G. T. Reader
Head, Department of Mechanical Engineering
The University of Calgary
2500 University Drive N.W.
Calgary, Alberta, Canada T2N 1N4

THE UNIVERSITY OF CALGARY

ANNONCES CLASSÉES

at igoddy@uwaterloo.ca. The appointment will be effective 1 September 1996 and will be subject to final budgetary approval. Dr. Francis Xavier encourages applications from all areas of education, especially women, aboriginal peoples, visible minorities, and people with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications, including a curriculum vitae, the names and contact details of three referees, and copies of recent articles, should be directed to: Dr. Vienne Timmins, Chair, Department of Education, St. Francis Xavier University, Box 5000, Digby, Nova Scotia B2G 2W5. Review of applications will commence on 3 April 1996 and continue until the position is filled.

UNIVERSITY OF SASKATCHEWAN — College of Education, Field Experience Program. The College of Education, University of Saskatchewan, is seeking applications for several College supervisor positions during the Fall term of the 1995-1996 academic year. The successful candidate will be assigned to supervise interns placed in schools throughout the province to conduct seminars for interns and their cooperating teachers. Candidates must have the following minimum qualifications: successful completion of experience and eligibility for Saskatchewan teaching certificate at least an M.Ed. degree or equivalent or a B.Ed. degree plus teaching experience in intern supervision; proven ability to work with teachers, student teachers and interns; willingness and ability to travel and stay overnight in remote areas during the week. Salary and rank will be commensurate with qualifications and experience. All appointments are subject to budgetary approval. Candidates should submit a covering letter, curriculum vitae, and the names of three referees to: Dr. Ralph D. Fram, College of Education, University of Saskatchewan, Box 23, University of Saskatchewan, Saskatoon, Canada S7N 0C3. Deadline for applications is April 30, 1996. Candidates will likely not be informed of appointments until June, 1996. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principle of Employment Equity. The University of Saskatchewan is committed to the principles of employment equity and encourages applications from all qualified individuals. Women, people of aboriginal descent, members of visible minorities, and people with disabilities are encouraged to identify themselves on their applications as members of these designated groups.

EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF SASKATCHEWAN, Department of Educational Administration. Applications are invited for a tenure track position at the assistant professor level starting July 1996. We are seeking persons with a commitment to excellence in teaching, service in the field of education, and to research who are interested in contributing to a program that works cooperatively. The Department offers the following program: M.Ed., M.Ed. (both thesis and non-thesis), Postgraduate Diploma, and is currently planning the introduction of the Ed.D. degree. Successful candidates should have the qualifications for a teaching certificate and have a Ph.D. or, if not, to expect to complete the degree within 18 months. Duties will include undergraduate and graduate teaching in educational administration, the supervision of field experience, the distance delivery of courses and seminars, and supervision of graduate students pursuing careers in research or practice. Candidates should be able to demonstrate that they can work cooperatively on an active research program. The position involves teaching in one or more of the following areas: organizational theory; organizational change; First Nations education; education and the law.

higher education; politics of education; instructional leadership; policy analysis; organizational leadership and management. Applicants should have a Ph.D. degree in a field related to research interests; evidence of teaching quality; two years of publications; and the names of three referees when they have asked to send letters of recommendation. Letters of recommendation should be mailed directly to the address below. Please send applications, mailed confidentially, to: Dr. Kevin A. Wilson, Head, Department of Educational Administration, 28 Campus Drive, University of Saskatchewan, Saskatoon, SK S7N 0C3. Applications close when the position is filled, but in any case not before March 15, 1996. The University of Saskatchewan is committed to the principle of employment equity and encourages applications from all qualified individuals. This position has been created for advertisements at the two-tier level. Applications are invited from qualified individuals regardless of their immigration status in Canada. Women, people of aboriginal descent, members of visible minorities, and people with disabilities are invited to identify themselves as members of these designated groups on their applications.

ENGINEERING

UNIVERSITY OF WINNIPEG — The Department of Civil and Environmental Engineering invites applications for a tenure-track faculty position at the Assistant Professor rank in the area of Air Pollution Control. Expertise in solid waste hazardous waste management would be an asset. Applicants must have a baccalaureate degree in Engineering and be eligible for professional registration. They must also have a Ph.D. in the field of Environmental Engineering. Applicants must have potential as proven ability for excellence in teaching and research. Industrial experience in Environmental Engineering is desirable. The successful applicant is expected to have excellent communication skills and the ability to teach undergraduate and graduate courses in Environmental Engineering. This position will involve teaching and supervision of graduate students as well as interaction with the Great Lakes Institute for Environmental Research. The appointment will include a hazardous waste management certificate. The University is committed to employment equity and welcomes applications from Aboriginal peoples, persons with disabilities and members of visible minorities. Applicants from women are particularly encouraged. In accordance with Canadian Immigration requirements the advertisement is directed to Canadian citizens and permanent residents of Canada. Consideration of applications will begin June 15, 1996. Applicants should send curriculum vitae and the names of three referees to: Dr. N. Brown, Professor and Head, Department of Civil and Environmental Engineering, University of Winnipeg, 401 Sunset Avenue, Windsor, Ontario, Canada, M9B 3P4. Phone: (519) 253-4232, ext. 2550, Fax: (519) 971-3666.

UNIVERSITY OF MANITOBA — The Department of Mechanical and Industrial Engineering at the University of Manitoba is accepting applications for a full-time, tenure-track faculty position in the area of Mechanical Engineering. The successful candidate will be responsible for teaching applications in one or more of the following areas: Computer-aided design, linkages and mechanisms, kinematics, and stress analysis. The appointment is intended to be at the rank of Assistant Professor with a salary in the range of \$45,000 to \$55,000. The Department of Mechanical and Industrial Engineering is responsible for two fully-accredited undergraduate programs, and is very active in graduate teaching and research at the M.Sc. and Ph.D. levels. Currently, there are two U.S.C. Industrial Chairs established in the areas of Human Factors Engineering and Aerospace Materials. The Department comprises 24 academic staff, 12 support

staff, several post-doctoral fellows, research associates and visiting scholars, as well as approximately 100 graduate students and 350 undergraduate students. Candidates for the position must have a Ph.D. degree in a field related to the required area of specialization. Duties will include undergraduate and graduate teaching, supervision of graduate students and research. An active, externally funded research program. The University of Manitoba encourages applications from all qualified individuals, including members of visible minorities and men, and people with disabilities. The University offers a smoke free work environment, save for specially designated areas. Priority consideration will be given to Canadian Citizens and Permanent Residents. Applicants should send a resume, names and addresses of at least three referees and a one-page statement of research and teaching goals. Please submit all materials to: Professor H.M. Soliman, Chair of the Search Committee, Department of Mechanical and Industrial Engineering, University of Manitoba, Winnipeg, Manitoba, Canada R3T 5V6; Phone: (204) 478-2823, Fax: (204) 275-1307. Applications will be accepted until June 15, 1996.

UNIVERSITY OF ALBERTA — A Chemical Engineer is required as a Research Scientist in the Department of Chemical Engineering at the University of Alberta. The successful applicant must have a Ph.D. in Chemical Engineering and a strong record in electrochemical catalysis with experience in the preparation and characterization of hydrophobic catalysts and supports. Experience in using aqueous phase electrochemistry to modify agents, and applications of solid state electrochemistry would be important assets. A strong publication record in the field of modification of catalysts and supports in porous materials is required, as well as experience in using instruments (GC, FTIR, TEM, CG-MS) for physicochemical characterization of catalytic reaction products. Experience in catalytic conditions with noble metal catalysts and electrochemical reactions of H₂O is desirable. The short-term position involves research in the Department of Chemical Engineering, on scientific projects related to oxidation of volatile organic compounds and catalytic electrochemical reactions. The salary range is \$27,000 to \$28,000 per annum. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please send a curriculum vitae and the names of three referees to: April 30, 1996 to: K.T. Chou, Department of Chemical Engineering, University of Alberta, Edmonton, Alberta T6G 2G6. The University of Alberta is committed to the principle of employment equity. As an employer we welcome diversity in the workplace and encourage applications from all qualified women, persons with disabilities, and members of visible minorities.

UNIVERSITY OF ALBERTA — Applications from outstanding individuals and those with a full time, tenure track positions at the assistant professor level. We are interested in highly qualified candidates in the general area of applied mechanics, but our current specific needs are in the area of advanced materials and composites with either theoretical or experimental emphasis and applications to these materials. Applicants should send a curriculum vitae and list of three referees to: Dr. K.T. Chou, Department of Chemical Engineering, University of Alberta, Edmonton, Alberta T6G 2G6. Applications will be accepted until April 30, 1996. Information about the department and the University of Alberta can be found at: <http://www.ualberta.ca>. The University of Alberta is committed to the principle of employment equity. As an employer we welcome diversity in the workplace and encourage applications from all qualified women, persons with disabilities, and members of visible minorities.

UNIVERSITY OF WATERLOO — An early retirement program at the University of Waterloo has opened a number of Faculty positions in the Civil Engineering Department. This is an excellent opportunity for a person with a strong and forward-looking Department as it meets the exciting challenges of Civil Engineering education in the 21st century. The University of Waterloo is looking for a person to join the next millennium. Applications are invited for tenure-track positions at the Assistant and Associate Professor levels in all disciplines of Civil Engineering. Entry qualifications include a Ph.D. degree and registration as a Professional Engineer in the Province of Ontario. Successful candidates will be expected to supervise graduate students and to develop a strong research program. The date of the first appointment is planned for September 1, 1996, with additional appointments to follow as soon as possible thereafter. Appointments are subject to the availability of funds. In accordance with Canadian Immigration requirements, the advertisement is directed to citizens and permanent residents of Canada. The University of Waterloo encourages applications from all qualified individuals, including members of visible minorities, native peoples, and persons with disabilities. Interested persons are invited to submit a curriculum vitae, including a description of teaching and research areas, a record of academic and professional experience, and the names and addresses of three referees. Mail to the Chair of the Civil Engineering Department, University of Waterloo, Waterloo, Ontario N2L 3G1, by April 15, 1996.

UNIVERSITY OF WATERLOO — Department of Mechanical Engineering. Applications are invited for a tenure-track position in the Department of Mechanical Engineering for tenure track positions beginning after September 1, 1996. Materials Engineering is a part of Mechanical Engineering at Waterloo. Applicants at all levels are being considered. However preference will be given to recent PhD graduates with industrial experience. The University encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Duties will include teaching and supervising graduate students. Successful candidates will be expected to supervise graduate students and to develop a strong research program. The University of Waterloo encourages applications from all qualified individuals, including members of visible minorities, native peoples, and persons with disabilities. Interested persons are invited to submit a curriculum vitae, including a description of teaching and research areas, a record of academic and professional experience, and the names and addresses of three referees. Mail to the Chair of the Civil Engineering Department, University of Waterloo, Waterloo, Ontario N2L 3G1, by April 15, 1996.

UNIVERSITY OF WATERLOO — The Department of Electrical and Computer Engineering at the University of Waterloo invites applications for tenure track and definite term faculty positions in the following areas of electrical and computer engineering: (a) Communications and Information Systems; (b) Computer Hardware and Software Engineering; (c) Semiconductor and Microelectronics; (d) Control Systems and Energy Systems; (e) Materials, Antennas, and RF Engineering. The level of appointment and salary will be commensurate with the qualifications and experience. The candidate must have an earned doctoral degree and a strong commitment to research and teaching. It is the University of Waterloo's policy to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible. Applications with complete curriculum vitae and names of three referees should be sent to: Dr. S.C. Choudhury, Chair, Department of Electrical and Computer Engineering, University of Waterloo, Waterloo, Ontario N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities.

ENGLISH

CONCORDIA UNIVERSITY - Faculty of Arts & Sciences. The Department of English invites applications for a probationary, tenure-track or limited term appointment at the Assistant Professor level in the area of English Renaissance literature. The position is subject to budgetary approval. The successful candidate must be able to teach students at both undergraduate and graduate levels in all areas of seventh and eighteenth century English literature, including non-dramatic literature, Renaissance drama and Shakespeare. The ability to supervise graduate students in research in these areas is essential. A completed PhD is necessary and successful teaching experience is highly desirable. Publications in the field are a definite asset. The position requires a demonstrable commitment to both scholarship and teaching and clear indication of considerable scholarly promise. Candidates should send a letter of application and a current curriculum vitae and arrange for academic transcripts and three letters of reference to Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8. Complete applications must be received by May 15, 1996. The position commences August 15, 1996. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons. All things being equal, women candidates shall be given priority in accordance with Canadian immigration requirements, priority shall be given to Canadian citizens and permanent residents of Canada.

UNIVERSITY OF WATERLOO — Department of English. Applications are invited for a tenure-track position at the assistant professor level. Applicants must have a PhD with specialization in either (a) American Literature, (b) British Literature, or (c) Canadian Literature, with emphasis in Seventeenth-Century Poetry and Prose, or (d) Twentieth Century British Literature. Demonstrated excellence in teaching and post-PhD research accomplishments are recommended. Duties will include teaching undergraduate and graduate courses. The Department offers distinct programs in Literature, Language, Rhetoric and Professional Writing at both the undergraduate and graduate levels; and applications are encouraged from people with experience in secondary interests in areas relevant to these programs. Salary negotiable. Appointment effective 1 September 1996 or 1 January 1997.

Send resumes, transcripts, writing samples and letters of reference no later than June 1 to Dr. William Macraegh, Chair, Department of English, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. These appointments are subject to the availability of funds.

TRENT UNIVERSITY — The Department of English Literature invites applications for a four-month limited term appointment in the area of Medieval literature and language, beginning January 1, 1997, subject to budgetary approval. The appointment will be at the Senior Lecturer or Assistant Professor level; rank and salary will be determined according to qualifications and experience. Applicants should have completed the PhD, and should have a solid grounding in Old English grammar and demonstrated excellence in teaching and scholarship in Middle English language and literature. Duties will include teaching English 232: The History of the English Language: English 331: Old English and its literature; English 332: Old English and its literature; English 333: Old English and its literature; English 334: Old English and its literature; English 335: Old English and its literature; English 336: Old English and its literature; English 337: Old English and its literature; English 338: Old English and its literature; English 339: Old English and its literature; English 340: Old English and its literature; English 341: Old English and its literature; English 342: Old English and its literature; English 343: Old English and its literature; English 344: Old English and its literature; English 345: Old English and its literature; English 346: Old English and its literature; English 347: Old English and its literature; English 348: Old English and its literature; English 349: Old English and its literature; English 350: Old English and its literature; English 351: Old English and its literature; 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tion with curriculum vitae, university transcripts and three letters of reference should be sent by April 30, 1996, to: Ted Choe, Dean of Arts and Science, Nipissing University, 100 College Drive, Box 5002, North Bay, Ontario P1B 8L7. Telephone: (705) 478-3430, extension 4280.

ENVIRONMENT & RESOURCE STUDIES

UNIVERSITY OF WATERLOO — Applications are being accepted for two tenure-track appointments in the Assistant or Associate Professor level in the Department of Environment and Resource Studies (ERS), University of Waterloo. The successful candidate will have a PhD (or equivalent professional degree), and an active research program, in a field that is relevant to a transdisciplinary approach to environmental studies. Most important is breadth of knowledge with experience related to a central theme of the ERS program: theoretical and practical approaches to creating environmentally-sustainable communities and societies from a local to global scale. The applicant must have the ability to teach a wide range of undergraduate courses, including core courses in the ERS program. In evaluating an academic setting is highly desirable, along with evidence of commitment to teaching and demonstrated research ability. In recruiting, with governmental, private-sector and non-governmental organizations outside of the university would be an asset. Candidates who also have experience related to community development, applied environmental ethics, and/or entrepreneurial initiatives for environmental improvement would be particularly welcome. We are especially interested in qualified candidates with one or more of the following profiles: Ecology-based field analysis and related applications in policy or management; This person will have had practical experience in some combination of landscape rehabilitation and/or restoration ecology; biophysical environmental assessment; and/or application of an ecosystem approach to policy, planning, and management.

A combination of academic and non-academic experience with skills in developing community-based projects would be ideal. Environmental governance: This person will have expertise in the areas of public involvement, stakeholder consultation processes, alternative dispute resolution techniques such as environmental mediation, the creation of non-governmental capabilities for environmental stewardship, and/or the functioning of environmental regimes at international and other jurisdictional levels. Environmental management systems (EMS): This person will have experience in developing total environmental management systems for organizations and local municipalities. The ability to provide instruction in fields such as environmental auditing and compliance, life cycle analysis and waste reduction management, and to develop a research program with an EMS focus would be of particular interest. A combination of academic and non-academic experience with skills in developing community-based projects would be ideal. Environmental law: This person will have experience and expertise in development and application of environmental law and policy. Preferred areas of interest include international environmental agreements; national, provincial and local environmental issues; resource management, land use, technology regulation, and alternative dispute resolution. Further information about the program may be found at: <http://www.ers.uwaterloo.ca/departments/ERS/program/program.html>. Salary range commensurate with qualifications and experience. Appointment to begin September 1, 1996. Review of applications will begin April 20, 1996. Applicants should include a curriculum vitae and a statement of teaching and research interests. Candidates should arrange to have three letters of references sent by April 30, 1996. The application and letters of reference should be sent to: S.C. Turner, Chair, Department of Environment and Resource Studies, University of Waterloo, Waterloo, Ontario, N2L 3G1, Canada. In accordance with Canadian immigration requirements, this advertisement is directed to

Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, aboriginal peoples, and persons with disabilities. These positions are subject to the availability of funds.

FAMILY MEDICINE

THE UNIVERSITY OF SASKATCHEWAN, Department of Family Medicine, College of Medicine is recruiting a full-time faculty position for a well established, fully accredited, 24 resident program in Saskatoon, Saskatchewan. The Family Medicine Unit is located in Royal University Hospital, one of the hospitals of the Saskatchewan Health Board. Candidates must have Certification from the College of Family Physicians of Canada and be eligible for licensure with the College of Physicians and Surgeons of Saskatchewan. In addition, candidates must possess additional training and experience in the use of ethics as a significant responsibility of this position will be teaching ethics in the undergraduate and postgraduate training programs. Responsibilities of the position include: teaching undergraduate and postgraduate medical students, scholarly activities, direct patient and ambulatory care, and administrative duties. Rank and responsibilities will be commensurate with experience. The University of Saskatchewan is committed to the principles of employment equity and welcomes applications from all qualified candidates. Women, people of aboriginal descent, members of visible minorities and people with disabilities are invited to identify themselves as members of these designated groups on their application. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. Applications, with curriculum vitae and the names of three references, should be directed to: Dr. E.D. Kuchinski, Acting Chairman, Department of Family Medicine, Royal University Hospital, Saskatoon, SK S7N 0W5 by May 15, 1996.

FILM & VIDEO

CAMPION COLLEGE, a liberal arts college in the Jesuit tradition at the University of Regina, invites applications for a full-time tenure-stream appointment in Film and Video at the assistant professor level, effective July 1, 1996. Responsibilities include the teaching of a wide range of undergraduate courses in the history and aesthetics of film and video. These courses include an introductory course, Film 100 which has an overview of film covering the history of cinema and many of its basic aesthetic premises. Ability to contribute to the teaching of specialized courses in European and/or Chinese cinema history would be an asset. PhD or near completion required. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Qualified women and members of minorities are encouraged to apply. Deadline for applications is May 1, 1996. Send letters of application, cv, transcripts and three letters of recommendation to: Dr. Biddie Gunk, Chairperson, Search Committee for Position in Film and Video, Campion College, University of Regina, Regina, Sask. S4S 0A2.

GERMAN

UNIVERSITY OF WATERLOO — Germanic and Slavic Languages & Literatures, German, Two positions, full-time, tenure-track, at the Assistant Professor level, beginning July 1, 1996. The successful candidate must have a PhD in hand upon application, fluency in German, strong research interest and teaching skills. Desired areas of expertise: Linguistics and language teaching didactics, and/or technical writing, design and supervision of undergraduate language programs, rhetoric, and twentieth century German literature. The 1995-96 floor for Assistant Professor is \$38,932. Closing date for applications is May 15, 1996. These appointments are subject to the availability of funds. Send inquiries or resumes to: David G. John, Acting Chair, Department of Germanic and Slavic Languages and Literatures, University of Waterloo, Waterloo, ON N2L 3G1. Tel: 519-888-4521 x3864. Fax: 519-745-5243; e-mail: dgjohn@waterloo.uwaterloo.ca. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities.

HEALTH STUDIES

BROCK UNIVERSITY — The Health Studies Program is seeking applications for one full-time tenure track position in the rank of assistant professor. Applicants should have demonstrated an ability to teach and conduct research in at least one of the following primary areas: policy development and analysis, health planning and development, or program planning and evaluation; and at least one of the following secondary areas: health law, qualitative health research methods, or aging populations. Qualified applicants must possess a PhD or equivalent, and a demonstrated area of research interest. The position involves a PhD in Computer Science or allied discipline, and evidence of a strong research potential in applied computer science. Prior teaching experience in the area of computer science will be considered with respect to teaching and research. The position offers an excellent opportunity for an

appointment to direct to Canadian citizens and permanent residents. Qualified women and men are equally encouraged to apply.

HELLENIC STUDIES

SIMON FRASER UNIVERSITY — The Hellenic Canadian Congress of British Columbia Chair in Hellenic Studies, Simon Fraser University seeks to appoint a Professor of Hellenic Studies who will hold an appointment endowed by the Hellenic Canadian Congress of British Columbia. The successful candidate will be expected to develop, from the resources available at Simon Fraser University, an integrated curriculum in Hellenic Studies, to pursue a general research program in some aspect of ancient or modern Hellenic Studies, to develop links with British Columbia's Greek Canadian community, and to participate actively in the governance of the University, and in its cultural life. Rank and salary are open, and persons from any discipline may apply. Fluency in the Greek language and an expert knowledge of Greek culture (ancient or modern) are prerequisites. The successful candidate will be appointed to a department appropriate to his or her academic discipline. Tenure may be granted to a senior scholar upon appointment. If a junior candidate is successful, a contractually limited appointment will be made prior to consideration for tenure. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Simon Fraser University is committed to equity in employment and offers equal opportunities to all qualified applicants. This position is subject to final budgetary authorization. Applications or nominations should be received by May 15, 1996. Applications should include a curriculum vitae, the names of three referees from whom confidential letters will be sought and a statement of reasons for applying for the position. Applications or nominations should be sent to: Eleni Avdani, Dean, Faculty of Arts, Simon Fraser University, Burnaby, B.C. V5A 1S6.

HEMATOLOGY

DALHOUSIE UNIVERSITY is seeking a full-time Hematologist with a strong background in both allogeneic and autologous stem cell transplantation. Candidates must have FRACP certification in Hematology (or equivalent) and be eligible for specialty literature in Nova Scotia. Responsibilities will focus on the management of transplant patients, including pre-transplant, post-transplant, and long-term follow-up. The position offers an excellent opportunity for an

individual who has just completed higher training in bone marrow transplantation and who is looking to develop personal hematologic research interests and to participate in clinical research trials. Dalhousie University is an employer of equal opportunity (women and men). The University encourages applications from qualified women, aboriginal peoples, racial minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Closing date for applications is 30 April 1996. Qualified candidates should send Curriculum Vitae to: Dr. L.A. Fernandez, Professor and Head, Division of Hematology, Dalhousie University, 1723 Robie Street, Halifax, N.S. B3H 3G2.

HISTORY

TRENT UNIVERSITY — Pending budgetary approval, the Department of History, Trent University, invites applications for a 10 month limited-term appointment in World History, commencing August 1, 1996. The candidate will teach in a team taught first year World History course and will be responsible for all upper year courses in modern African History. The position is at the Assistant Professor level for which a PhD is required; applicants who are near completion of a PhD thesis may be appointed. The successful candidate will be expected to direct to Canadian citizens and permanent residents of Canada. Trent University is an Employer/Policy Employer and especially invites candidates from women, aboriginal peoples, visible minorities and disabled persons. Applications, including a curriculum vitae, and the names of three referees, have been asked to write letters of reference on behalf of the applicant, should be sent to: Professor Jean Langlois, Chair, Department of History, Trent University, Peterborough, ON K7B 7M1 by May 1, 1996.

THE UNIVERSITY OF NEW BRUNSWICK, Saint John Campus, Department of Computer Science invites applications for a tenure-track position at the Assistant Professor level in United States History, effective July 1, 1997, subject to budgetary approval. Candidates should have a PhD or equivalent, some teaching experience and a commitment to scholarship and publication in the field. Specialization in the cultural history of the United States would be an advantage. Applications, with curriculum vitae and the names and addresses of three referees, should be sent to: Dr. Thomas J. Condon, Chair, Department

The University of Manitoba
Department of Computer Science

ASSISTANT PROFESSOR

Applications are invited for two full-time tenure-track positions, subject to final budgetary approval, at the Assistant Professor level, commencing July 1, 1996, or as soon as possible thereafter. Minimum qualifications are a PhD in Computer Science or allied discipline, and evidence of a strong research potential in applied computer science. Prior teaching experience in the area of computer science will be considered with respect to teaching and research. The position offers an excellent opportunity for an

The Department currently has 21 full time tenure track faculty members and a number of term appointments, and offers a full range of both undergraduate and graduate programmes, including cooperative programmes. We currently have over sixty graduate students.

The Department is a well-established one which has recently been in an expansionary phase. Both the undergraduate and graduate curricula have been extensively revised and extended. The Department provides good technical support for both teaching and research. Current and planned departmental facilities include numerous UNIX based workstations, X-Windows terminals, a parallel machine, a software development and testing laboratory, and numerous other research laboratories and personal machines, all of which are networked. The Department has well equipped UNIX and object oriented teaching labs. The University Computer Centre provides virtually unlimited access to UNIX based workstations, and other personal and mainframe computing facilities, as well as Internet connections. This is an excellent opportunity for good researchers and teachers to get in on the ground floor of an exciting Department.

Winnipeg has a great deal to offer, both culturally and recreationally with a number of professional and other ethnic arts groups, professional sports teams, and many opportunities nearby for all types of outdoor activities in all seasons. The Winnipeg housing market is one of the most favourable in Canada to the home buyer.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples, and persons with disabilities. The University offers a smoke free work environment, save for specially designated areas. This advertisement is directed to Canadian citizens and permanent residents. Applicants should send a curriculum vitae and the names of three referees to: Chair of Search Committee, Department of Computer Science, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2. email: search@cs.umanitoba.ca. Telephone: (204) 474-8313; Fax: (204) 269-9178. Deadline for receipt of applications is May 1, 1996. Further information concerning the Department and the University may be obtained from <http://www.cs.umanitoba.ca/>.

WANTED!

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Call Stella Cosentino at 613.820.2270
Fax: 613.820.2417 E-Mail: cosent@caut.ca

McGill Faculty of Medicine Department of Pediatrics

Applications are invited for the position of Chair, Department of Pediatrics, McGill University, Faculty of Medicine.

M.D. with sound academic and research credentials in the field. Must have established and administered large research groups. Must have extensive knowledge of the field. Must have experience in educational design and execution of postgraduate, undergraduate, and graduate training programs. Will be responsible for the administration of the Department of Pediatrics; for strengthening teaching at all levels; and for the maintenance and further development of research components. Salary commensurate with qualifications and experience. Minimum appointment at the Associate Professor level. Applications should be directed to: Dean Abraham Fuks, McGill University, Faculty of Medicine, 3655 Drummond Street, Montreal, Quebec, H3G 1Y8 by May 31, 1996. In accordance with the Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.

ASSOCIATE / FULL PROFESSOR

Faculty of Continuing Education

The Faculty of Continuing Education invites applications for a tenure-track appointment to the Associate or Full Professor rank, depending upon qualifications.

The faculty currently offers an innovative program for Master of Continuing Education (MCE), specializing in "Workplace Learning." This new and very successful program has attracted high interest across Canada because of its content, relevance and accessibility to working professionals. The Faculty also offers a number of certificate and non-degree programs.

Qualifications include a doctorate, specializing in Organizational Learning, Adult Teaching and Learning, Organizational Behaviour, Training and Development, Developing Human Resources or a related field. A significant scholarly record and demonstrated ability and experience in adult teaching are also required. Other experience should include budgeting, communications technology, and securing research grants; work experience/consulting outside a university setting is an asset.

Responsibilities include teaching and advising in the Master of Continuing Education program, research and publication, service to the university and the public, and leadership in degree and non-degree programming. The preferred starting date is September 1, 1996.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity.

The closing date for applications is May 1, 1996, nominations should be submitted by April 15, 1996. The salary scale for the appropriate level of appointment will apply. Please send applications, a resume, together with the names, addresses, telephone and fax numbers of three referees, to:

Dr. D.R. Garrison
Chair, Search Committee
Faculty of Continuing Education
The University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4



ASSISTANT PROFESSOR

Political Science

The Department of Political Science at The University of Calgary invites applications for a tenure-stream position in Japanese politics at the level of assistant professor. This new position is funded by the Japan Foundation. The successful applicant will take up the post on September 1, 1996.

Qualifications include a Ph.D. in a relevant field of modern Japanese studies as well as a research facility in the Japanese language. The Department of Political Science currently has a full-time faculty complement of 19 members, a comprehensive undergraduate program, and graduate programs at the M.A. and Ph.D. levels. At the undergraduate level, the successful applicant will be expected to teach courses, selectively integrating Japan content with the study of comparative politics, international relations and modern history and will contribute to a new first-year East Asia degree program. At the graduate level, an opportunity will exist to build a new departmental research capacity in modern Japanese politics. The salary scale for the assistant professor level will apply.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity.

The closing date for applications is May 1, 1996. Please send applications, together with a curriculum vitae and three letters of reference, to:

Dr. Roger Gibbins, Head
Department of Political Science
The University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4

For further information:
Tel: (403) 220-5931 Fax: (403) 282-4773
E-mail: 13621@UCDASVM1.admin.ucalgary.ca



ANNONCES CLASSÉES

of History and Politics, Department of New Brunswick, Box 550, Saint John, NB E2L 4L5. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity.

HUMANITIES

CARLETON UNIVERSITY - College of the Humanities and Department of Religion. Carleton University invites applications for a two-year term appointment, with the possibility of conversion into tenure, at the rank of Assistant Professor, to be shared between its newly-founded College of the Humanities and the Department of Religion. The College offers a core curriculum in the humanities for highly-achieving students. The requirements of the position are a Ph.D. in a relevant field, a minimum of five years of teaching experience, and a demonstrated commitment to research. The position is subject to budgetary approval.

KINESIOLOGY

DALHOUSIE UNIVERSITY - Kinesiology. The School of Recreation, Physical and Health Education at Dalhousie University invites applications for a Ph.D. or equivalent to apply for two probationary tenure-track positions at the Assistant Professor level in Kinesiology, commencing August 1, 1996. Responsibilities for the two positions include teaching at the undergraduate and graduate levels in one of the following areas: 1) Clinical biomechanics and ergonomics; 2) Exercise physiology as it pertains to wellness, active living and healthy lifestyles. Both positions require evidence of a commitment to teaching excellence and the potential to establish an independent research program. The School of Recreation, Physical and Health Education is a member of the Faculty of Health, Behaviour and Society. Applications should be sent to the Chair of Kinesiology, Health Education and Recreation (Including Therapeutic Recreation). Our mission is

to develop leaders and scholars who can generate, disseminate and apply knowledge that will maintain and enhance health. The above mentioned programs are integrated through a series of core courses dealing with general topics relating to health and well-being. The successful candidate will be expected to teach in a core area such as Personal Health, Introduction to Health Promotion and Health Professions, or Research Methods. Applications together with a curriculum vitae and the names of three referees should be submitted to: Dr. T.L. Maloney, Director, School of Recreation, Physical and Health Education, Dalhousie University, Halifax, Nova Scotia, Canada B3H 3J5. Application Deadline April 30, 1996. In accordance with Canadian immigration requirements and subject to budget approval, the advertisement is directed to Canadian citizens and permanent residents. Dalhousie University is an Equal Opportunity Employer. The University encourages applications from qualified women, aboriginal peoples, visible minorities and persons with disabilities.

LIBRARY

THE UNIVERSITY OF MANITOBA LIBRARIES invites Applications for the Position of Data Resources Librarian. Reporting to the Head of the Elizabeth Osler Library and the Head of the Reference Services Section, responsibilities of the incumbent are as follows: Promote direct service to users requiring machine-mediated information, including the searching of appropriate sources for data, physical access to computer media, codebooks and technical specifications needed to access the data files. Acquires data files according to established subject profiles and on the recommendations of users and manages the data collection. Monitors the maintenance and acquisition of appropriate hardware and software to support the data resources service. Monitors developments in the use and application of data sets in social science research. Other disciplines such as health-related fields may be included. Provides liaison with Computer Services, the Libraries' Electronic Services area, and appropriate bibliographic regarding the development, technical support and collection policy issues of the data collection. Provides liaison with colleagues such as COPUL and CARL regarding the acquisition and maintenance of data files. Promotes the data resources service within the academic community. Participates in the development and maintenance of the roles and objectives of the data resources service. Presents papers at on- and off-campus plans, presents and presents on-line programs and literature. Is responsible for collection management in a specific area of the social sciences and of the reference collection. Qualifications: A degree from an ALA-accredited library program. An undergraduate degree in the social sciences with a background in computing is preferred. Academic background in the social sciences with advanced training in methodology and research skills is highly desirable. Excellent communication skills and interpersonal abilities required to work well with people both individually and in groups.

Knowledge of and experience with computing technology, including database software, statistical software (especially SPSS or SAS) and the management of files using a mainframe or microcomputer operating system (e.g., UNIX, MVS, MVS Windows, DOS, etc.). Reference desk experience and classroom teaching experience are highly desirable. The successful candidate is expected to participate in professional development and relevant professional activities. Effective date: May 1, 1996. Rank and Salary Range: General Librarian: \$31,746-\$41,410. The position has a two-year probationary period. Letters of academic status with possibility of promotion. The filling of this position is subject to final budgetary approval. The University of Manitoba encourages applications from qualified women, aboriginal peoples and persons with disabilities. The University provides a smoke-free environment, save for specially designated areas. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Submit application, including resume, salary expectations and the names of three referees by April 30, 1996, to: Carolyn Price, Director of Libraries, The University of Manitoba Libraries, Winnipeg, MB R2S 1A1.

LINGUISTICS

UNIVERSITY OF ALBERTA - The Department of Linguistics invites applications for positions as eight-month, visiting Assistant Professor in Linguistics. The ideal candidate should have qualifications in one or more areas of linguistics (phonetics, phonology, syntax, semantics, historical linguistics, and/or second language acquisition). Outstanding applicants with specializations in other areas (such as psycholinguistics and/or sociolinguistics) will also be considered. Three-month positions will involve teaching at both the graduate and undergraduate levels and may be renewable for 1997-98 pending budget approval. The current eight-month salary at the University of Alberta is \$25,000 Cdn. plus travel expenses. The Department of Linguistics at the University of Alberta has a strong commitment to empirical and experimental approaches to linguistic research. Department members are engaged in ongoing SSSIC-funded research projects in the study of the phonological, morphological, and semantic aspects of the mental lexicon as well as projects focusing on discourse and second language speech perception. The successful candidate would therefore have the opportunity to pursue their own scholarly activities within a collegial and supportive research environment as well as to participate in collaborative research projects. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. A letter of application, curriculum vitae, and the names and addresses of three referees should be sent by May 20, 1996 to: Gary Libben, Chair, Department of Linguistics, 436 Asinibouia, University of Alberta, Edmonton, Alberta, Canada T6G 2G7, e-mail: glibben@uab.ualberta.ca or (403)492-3459; Fax: (403)492-0806. The University of Alberta is committed to the principle of equality in employment. As its employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

MATHEMATICS

TRENT UNIVERSITY - The Department of Mathematics at Trent University invites applications for an eight-month, limited-term appointment at the rank of Assistant Professor in Mathematics. The position is commencing September 1, 1996. Candidates should have a Ph.D. in Mathematics and have appropriate teaching and research experience. The Department particularly seeks persons with qualifications in Applied Mathematics or in Topology. The position involves the teaching of Calculus and Statistics at first-year level together with upper year work. Applications should include a current curriculum vitae and the names of three referees. They should be submitted to: Dr. R. Murphy, Chair, Department of Mathematics, Trent University, Peterborough, Ontario, K9J 7B8, no later than April 30, 1996. Trent University is an employment equity employer, and especially invites applications from women, aboriginal peoples, visible minorities and disabled persons. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

advertisement is directed to Canadian citizens and permanent residents of Canada. **UNIVERSITY OF WATERLOO** - Faculty of Mathematics. Applications are being accepted for a position at the rank of Lecturer (4-year appointment, renewable to a continuing appointment) beginning on or after July 1, 1996. Applicants should have an undergraduate degree in Mathematics and Computer Science, have several years experience in teaching mathematics and computer science at the intermediate and senior levels in Ontario schools and be known in the mathematical community. A Master's degree in Mathematics, Computer Science or Education would be an asset. Duties will include undergraduate teaching and advising, participating in the Faculty's scholarship program, assisting with the undergraduate Teaching Office, and being a member of the executive committee that prepares and administers the Canadian Mathematics Competition and the newly established Canadian Computing Competition. Salary range commensurate with qualifications and experience. The closing date for application is April 30, 1996. This appointment is subject to the availability of funds. Send curriculum vitae and provide names of three referees to: R.G. Scow, Office of the Dean, Faculty of Mathematics, University of Waterloo, Waterloo, Ontario N2L 2G1. We expect that the successful candidate will have an interest in preparing and writing support materials for teachers and students. The current restructuring of education at all levels offers the applicant an opportunity to take a leadership role in developing new models for effective teaching and learning. In addition to teaching, the applicant will be involved in the development of the Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Submit application, including resume, salary expectations and the names of three referees by April 30, 1996, to: Carolyn Price, Director of Libraries, The University of Manitoba Libraries, Winnipeg, MB R2S 1A1.

MATHEMATICS & STATISTICS

ACADIA UNIVERSITY - The Department of Mathematics and Statistics at Acadia University invites applications for a nine-month replacement appointment at the Assistant Professor level up to Grade 3, beginning on 15 August 1996.

Acadia University is primarily an Undergraduate institution with emphasis on teaching. The Department has approximately eighty majors in various areas of mathematics and statistics, and offer a wide range of service courses to students in the biological and physical sciences, computer science and engineering. The candidate should have a PhD in some area of the mathematical sciences and be able to provide evidence of a strong commitment to undergraduate teaching. An active research program is also expected. Applicants should send a curriculum vitae referring to position K20266, and arrange for three letters of reference to be sent to: Dr. Tom Archibald, Chair of the Selection Committee, Department of Mathematics and Statistics, Acadia University, Wolfville, Nova Scotia B0P 1X0, Fax: (902) 542-1454. Email: tom.archibald@acadia.ca. The search will continue until the position is filled. Applicants will not be interviewed if all letters of reference are received. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Acadia University is an Equal Opportunity Employer. Acadia University reserves the right not to fill the position or to fill the position at a level different from the advertised level or term.

ACADIA UNIVERSITY - Department of Mathematics and Statistics. Applications are invited for a 36-month replacement appointment at the rank of Assistant Professor (up to grade 4), starting 1 July 1996. Acadia University is an institution with a proud emphasis on undergraduate teaching, boasting many strong research programs with their requirements. The Department offers a wide range of statistics courses, both in the service areas and in the major streams. The Department also maintains a strong Centre with a large clientele from the Biological Sciences. The candidate should have a PhD in Statistics with a strong commitment to undergraduate teaching, and a strong research program, and the dedication to maintain a successful program of research. A background in Applied Statistics will be an asset for this position. In addition to teaching, the successful candidate will act as director of the Statistical Consulting Unit, and will provide the leadership that will ensure the continuing success and development

of this service. Applicants should send a curriculum vitae referring to position K20266, and arrange for three letters of reference to be sent to: Dr. Paul Cahill, Chair of the Selection Committee, Department of Mathematics and Statistics, Acadia University, Wolfville, Nova Scotia, B0P 1X0, Canada Fax: (902) 542-1454. Email: cahill@acadia.ca. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Acadia University is committed to employment equity. Although the position has received budgetary approval, Acadia University reserves the right not to fill positions or to fill positions at a level different from the advertised level or term.

MEDICAL IMAGING

UNIVERSITY OF SASKATCHEWAN - Vascular Interventional Radiologist. The College of Medicine, University of Saskatchewan and the Saskatoon District Health Board at the Royal University Hospital invite applications for a position within the Academic Department of Medical Imaging. Advanced training in Vascular Interventional Radiology is a requirement, as is a publishing record, and a 4-5 years experience in an academic setting. The candidate would have major responsibility for teaching and research in Vascular Interventional Radiology. Certification with the Royal College of Physicians & Surgeons of Canada, and registration with the College of Physicians & Surgeons of Saskatchewan is a requirement as well. This position has been created for advertising in the two-tier level. Applications are invited from qualified individuals, regardless of their immigration status in Canada. The University of Saskatchewan is an Equal Opportunity Employer. The University encourages applications from all qualified candidates. Women, people of aboriginal peoples, persons with disabilities, and people with disabilities are invited to identify themselves as members of these designated groups on their applications. Please forward your letter of application and resume by April 30/96 to: Dr. J. Lowry, Academic Head, Dept. of Medical Imaging, Royal University Hospital, 103 Hospital Drive, Saskatoon, Sask. Canada S7N 0W8.

The University of Auckland - New Zealand

Chair in Physiology

Carrying with it the Headship of the Department of Physiology
Faculty of Medicine and Health Science
School of Medicine

Vacancy UAC 705

Applications are invited from candidates with a strong record of research leadership in physiology and demonstrated administrative skills in academic physiology.

The Department of Physiology is based at The University of Auckland School of Medicine within the Faculty of Medicine and Health Science. It has a significant teaching role in undergraduate medical education and is also responsible for undergraduate and postgraduate papers in the Faculty of Science. The Department has a strong research base with major groups in the fields of neurophysiology, cardiac physiology, muscle physiology and hearing science.

This post is open to both medically and non-medically qualified applicants. Medical qualifications must be registrable in New Zealand and applicants should have postgraduate qualifications in an appropriate field. Applicants are expected to have an established record in research, to have demonstrated the capacity for leadership in the field of Physiology, to have shown appropriate skills in administration of academic activities, and to have an imaginative forward-looking approach to the development of the discipline. Teaching experience at both undergraduate and postgraduate levels is essential.

Further information and Conditions of Appointment should be obtained from the Academic Appointments Office, The University of Auckland, Private Bag 92019, Auckland, New Zealand, telephone 64-9-373-7999 ext 5097, fax 64-9-373-7023. Three copies of applications should be forwarded to reach the Registrar by 4 June 1996.

Lectureship in Chinese

Department of Asian Languages & Literatures

Vacancy UAC 702

The University of Auckland is New Zealand's largest centre of research and teaching on Asia in such disciplines as languages and literatures, history, political studies, economics and geography. Auckland has by far the highest concentration in New Zealand of ethnic groups from East and Southeast Asia, made up of old settlers as well as new immigrants.

Chinese staff research interests include philosophy, linguistics, Ming-Qing fiction, traditional literary theory, overseas Chinese, and modern cultural developments, including film. Student numbers are growing. Applicants should have advanced qualifications (preferably a PhD or equivalent) with a strong research specialisation in modern literature, drama

(premodern or modern), applied linguistics (teaching of Chinese as a foreign language, discourse analysis or pragmatics). Evidence of effective language teaching experience is sought. A sample of research writing should be included in any application.

Commencing salary will be established within the range NZ\$42,500 - NZ\$51,500 per annum

Closing date: 15 August 1996.

Chair in Fine Arts

Elam School of Fine Arts

Vacancy UAC 686

The Elam School of Art and Design opened in 1890 and in 1950 became part of The University of Auckland. Degree courses have been offered since 1957 and the current roll consists of approximately 350 students, some 25 academics staff plus technical and administrative staff.

Applications are invited for a Chair in Fine Arts. Qualifications required are a PhD or doctoral level degree in Studio in one or more of the areas taught in the School. These are: Maori art, printmaking, sculpture, painting, design, photography and intermedia. The successful applicant will be required to administer the postgraduate programs (MFA, OoFA and PGOFPA) and to teach in studio at undergraduate level as well as being available to serve as Deputy Dean and Deputy Head of the School.

Applicants must have a proven record of teaching, research, professional practice and academic administration.

Commencing salary will be established within the range NZ\$83,000 - NZ\$103,000 per annum

Closing date: 30 May 1996.

Conditions & Procedures for The Above Two Vacancies

Further information, Conditions of Appointment and Method of Application should be obtained from the Academic Appointments Office, The University of Auckland, Private Bag 92019, Auckland, New Zealand, telephone 64-9-373-7999 ext 5790 or 5097, fax 64-9-373-7023. Three copies of applications should be forwarded to reach the Registrar by the closing date specified.

Please quote the relevant Vacancy Number in all correspondence.

W B NICOLL, REGISTRAR



New Zealand

The University has an equal opportunities policy and welcomes applications from all qualified persons



Brandon University

DEPARTMENT OF GEOLOGY

Applications are invited for a tenure track appointment at the rank of Assistant Professor in the areas of economic geology, mining geology and mineralogy. Candidates should possess a PhD in geology and have experience in the mineral exploration industry.

Industry candidates are requested to forward a complete curriculum vitae and official transcripts and to request three qualified individuals to submit references on their behalf to: Dr. H.R. Young, Chair, Department of Geology, Brandon University, Brandon, Manitoba, R7A 6A9. E-mail: YOUNG@Brandon.UCA. The competition closes on May 1, 1996.

The position commences September 1, 1996. Current salary range for Assistant Professor is \$37,798 - \$56,856.

In accordance with Canadian Immigration Regulations, this advertisement is directed primarily to Canadian citizens and permanent residents. Both women and men are encouraged to apply.



UNIVERSITY OF WATERLOO

invites applications and nominations for the position of

Dean of the Faculty of Environmental Studies

The Faculty of Environmental Studies is the largest of its kind in Canada. There are four academic units - School of Architecture, Department of Environment & Resource Studies, Department of Geography, and the School of Urban & Regional Planning. In addition to undergraduate degree programs in each of the four departments/schools, graduate programs leading to the MA, MGS and PhD degrees are offered in Geography, to the MA and PhD in Planning and MES in Environment & Resource Studies. The Faculty also offers a MAES in Local Economic Development. A co-operative education (alternating work/study terms) is available in all undergraduate programs in the Faculty, with approximately 1000 full- and 300 part-time students enrolled. Graduate student enrollment is approximately 160. Total UW enrollment is 26,000.

The successful candidate will have a proven record of scholarship, teaching and administration in order to qualify for a tenured appointment at the senior level. Applications and nominations will be received in confidence and are to be submitted at the earliest convenience, but no later than Tuesday, April 30, 1996. They should be accompanied by an up-to-date curriculum vitae and the names and addresses of three referees in a position to comment on a candidate's academic credentials and administrative experience, and should be directed, by mail or fax (519-888-6337), to:

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Associate University Secretary
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University of Waterloo
Waterloo, Ontario
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The initial five-year appointment will begin on July 1, 1997, or as soon as possible thereafter.

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The full text of Policy 45 - Dean of a Faculty - is available electronically on the Web (UWinfo, under Documents, then Policies).

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Street, Toronto, Ontario M5G 1L6 Canada by June 15, 1996. In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women and men, members of visible minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

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MUSIC

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CHEOKE-MACMASTER HOSPITALS - A position is available for a full-time academic Anatomic and Pediatric Pathologist at McMaster University Medical Centre. The successful candidate needs to have, or be able to obtain the FRCP(C) in pathology and a license to practice Pathology in Ontario. The Children's Hospital at the Medical Centre is a tertiary referral centre with a catchment area of several million and specializes in prenatal diagnosis, high neonatology and pediatric oncology. Excellent pathology support services (cytogenetics, EBM, immunocytochemistry, flow cytometry) are present. Preference will be given to candidates with a demonstrated academic background, interest or an established research program for which dedicated time is available. An interest in molecular techniques is an advantage. Teaching and supervision of pathology residents is required. Salary and academic rank are commensurate with experience. Applicants should send their CV and the names of 3 referees to: Dr. R.H. Riddell, Dept. of Pathology 2N18, McMaster University Medical Centre, Hamilton, Ontario L8N 3Z5 Canada; (905) 521-2100, x 6341; Fax (905) 577-4158. In accordance with Canadian immigration requirements, this advertisement is directed initially to Canadian citizens and permanent residents. McMaster University has an employment equity program and encourages applications from all qualified candidates, including women, aboriginal people, people with disabilities and visible minorities.

PEOIRIATRICS

UNIVERSITY OF WESTERN ONTARIO - Assistant Professor, Division of Neonatal-Perinatal Medicine. Applications are invited for the post of geographic full-time Assistant Professor in the Division of Neonatal-Perinatal Medicine at St. Joseph's Health Centre, London. The candidate must be a fellow of the Royal College of Physicians and Surgeons of Canada qualified in Pediatrics and have completed further training in Neonatal-Perinatal Medicine in a Royal College accredited program or equivalent. Clinical duties will be shared with six other specialists in Neonatal-Perinatal Medicine. The successful applicant will be expected to develop a strong program in clinical or basic research and to participate in the educational program for trainees at the University of Western Ontario. The position is fully accredited by the Royal College of Physicians and Surgeons, and is closely integrated with the Maternal-Fetal Medicine Program of the Department of Obstetrics, and with the MRC Group in Fetal and Neonatal Health and Development, and the Maternal and Newborn Health Division of the contiguous Lawson Research Institute. Salary will be commensurate with experience and training. Positions are subject to budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity; we welcome diversity in the workplace, and encourage applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities. Candidate must be eligible for an Ontario license to practice. Interested individuals are requested to send a current curriculum vitae

by April 30, 1996 to: R. Morrison Hurley, MD, FRCP, Professor and Chair, Department of Paediatrics, Children's Hospital of Western Ontario, 800 Commissioners Rd. E., London, ON N6C 2V5.

PHARMACY

THE UNIVERSITY OF BRITISH COLUMBIA - Faculty of Pharmaceutical Sciences, Full-time position - Clinical Pharmacy - Pediatrics. Applications are invited for a full-time position in the Division of Clinical Pharmacy in the area of pediatric pharmacy practice at The University of British Columbia to commence 1 July 1996. The successful applicant will hold a joint appointment with the University and the Pharmacy Department at the B.C. Children's Hospital. The initial appointment will be made at the rank of Assistant Professor (tenure or non-tenure track) although a higher rank may be considered depending upon qualifications and experience. Applicants must possess an advanced degree in pharmacy (Pharm.D. preferred), supplemented with a residency or fellowship training or equivalent experience in pediatric pharmacy. The successful candidate will join a dynamic Division of Clinical Pharmacy to assist in the provision of undergraduate, graduate, residency and continuing education teaching. Scholarly, clinical service and creative professional activity consistent with the mission of the University and the Hospital will also be required. Salary is negotiable, subject to budgetary approval, and commensurate with experience and qualifications. Deadline for applications: 31 May 1996 or until position is filled. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities.

CAUT ACCPU

PUBLISHER'S STATEMENT DECLARATION DE L'ÉDITEUR

The publisher will not accept advertisements of academic positions restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, handicap, sexual preference, political or religious beliefs or affiliation. CAUT expects that all positions advertised in the Bulletin are open to both men and women. Advertisements using gender specific language will not be accepted except where the language has been mandated by human rights legislation. Where any bona fide reason for exemption from general policy is stated above text, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the Bulletin with a statement as to these reasons.

Many Canadian universities are signatories to the Federal Contractors Program. The program requires that suppliers of goods and services to the federal government who employ 10 persons or more and who want to bid on federal contracts including research contracts of \$200,000 or more must commit themselves to implementing employment equity as a condition of their bid. This commitment requires the identification and removal of artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities and visible minorities. As a result, applications for some positions advertised in the CAUT Bulletin may be subject to provide information of a confidential nature.

As a service to CAUT members interested in positions available in other countries, the Bulletin accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the Association of American University Professors (AAUP) investigates alleged violations of academic freedom, there is no agency by which we can provide any verifiable information concerning the state of academic freedom at universities outside of Canada. CAUT publishes a list of universities censured by AAUP twice a year. Further information about these censures can be obtained by writing to: AAUP, Suite 500, 1012 - 14th St. N.W., Washington, DC 20005; tel: 202-737-5990.

L'éditeur n'accepte pas d'annonces de postes d'administration ni d'enseignement qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethnique, d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attachements politiques. L'ACPU s'attend à ce que tous les postes annoncés dans le Bulletin soient offerts aux hommes et aux femmes. Les annonces utilisant un langage sexiste ne sont pas acceptées à moins que la loi sur les droits de la personne ne le permette. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédaction du Bulletin une déclaration énonçant ces raisons.

Beaucoup d'universités canadiennes se sont jointes au Programme de contrats fédéraux. Le programme exige que les fournisseurs de biens et services du gouvernement fédéral qui emploient 10 personnes ou plus et veulent soumissionner des contrats fédéraux (y compris des contrats de recherche) d'un montant de 200 000 \$ doivent s'engager, comme condition de la soumission, à appliquer l'équité dans l'emploi. Cet engagement exige que l'on supprime tout obstacle artificiel à la sélection, à l'embauche, à l'avancement et à la promotion des personnes handicapées et des minorités visibles. À cette fin, on pourra demander aux candidatures à certains postes annoncés dans le Bulletin de fournir des renseignements de caractère confidentiel.

Le Bulletin accepte les offres d'emploi à l'étranger. Le Bulletin accepte les annonces de postes pour les membres de l'ACPU qui pourraient être intéressés. La perception de la liberté universitaire et son degré de protection peut varier d'un pays à l'autre. À l'exception des États-Unis, où l'Association of American University Professors (AAUP) enquête sur des prétendues violations de la liberté universitaire, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté universitaire dans les universités étrangères. Deux fois par année, l'ACPU publie une liste d'universités censurées par l'AAUP. Plus d'informations sur ces censures, prière d'écrire à l'AAUP, suite 500, 1012 14th St. N.W., Washington, DC 20005; tél: (202) 737-5990.

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Le Bulletin est publié dix fois pendant l'année universitaire, soit la première semaine de chaque mois, de septembre à juin.

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Liberals Could Take a Lesson from Clinton

JOYCE LORIMER

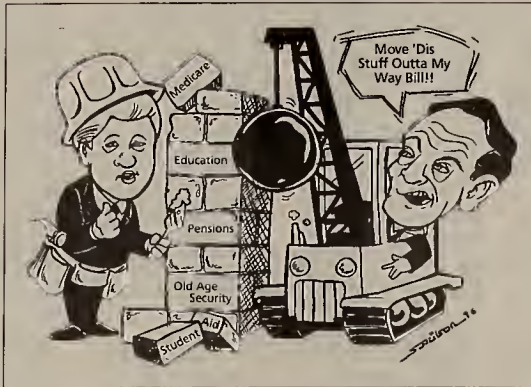
UNIVERSITIES AND COLLEGES IN CANADA have fared badly in the past two Liberal federal budgets and in the recently released science and technology policy. The contrast with the policies pursued by the Clinton administration in Washington is instructive, even allowing for the differences between our two political systems.

President Clinton is faced with a Congress dominated by right-wing Republicans. Prime Minister Chrétien has a comfortable majority in the House of Commons. Yet it is President Clinton who has defended higher education and proposed new programs and Prime Minister Chrétien who has steadily ignored — if not actively undermined — higher education and university research.

Ironically, it is the Liberals in Canada who are doing just what the Republicans in the States want the Democratic administration to do. It is the Liberals who have consolidated federal programs into block grants to the provinces and set out to reduce them substantially over time. President Clinton has made education, as well as medicare and old age security, the cornerstone of his confrontation with Congress over the budget, arguing that he would defend, if applied, these areas against the Republicans' effort to gut them.

Recently Clinton announced the main lines of his 1997 budget. Education is one of the few areas targeted to receive increased funding. He is proposing to fund \$1,000 federal merit scholarships for the top five per cent of graduating high school seniors as a means of encouraging excellence. Last year the Chrétien government abolished the Canada scholarships in science and engineering.

Clinton is also proposing to increase the funds for exist-



ing student aid programs. In Canada, the recent federal budget did provide some limited tax breaks to the parents of students and doubled the money for summer programs. Last year Ottawa ended the ten-year freeze on the level of individual student aid which had been reduced steadily in value by inflation, and provided some extra money. But the cabinet has also directed that the loan limit for student aid be reduced by three per cent annually minus the rate of inflation. Given the low rate of inflation, this rule, if applied, will steadily reduce student aid, just as fees seem likely to skyrocket. This would restore the Mulroney freeze and may make it worse.

The U.S. president recently urged universities to contain tuition increases. Last year, by contrast, the Ottawa Liberals tried to off-load \$2 billion of its debt on to the students through higher tuition fees. Earlier the Clinton administration announced it intended to limit the federal government's

reliance on the banks as the vehicle for student aid, turning to direct lending as cheaper for the federal purse and for the universities. Last year the Chrétien government announced just the opposite.

President Clinton has also tried to defend research from attacks by Congressional Republicans, although he has been more successful with science than with the humanities and the social sciences. His administration's science policy emphasizes both discovery and applied research. The Democrats believe both are crucial to maintain the U.S. as a competitive world power.

In Canada the Commons Finance Committee has twice recommended to Finance Minister Paul Martin that the funds to the three federal research councils should be maintained, if not increased. The minister has totally ignored these recommendations. The recent budget has simply added more cuts to those already imposed in 1995/96.

After all the fuss over a national science and technology policy, what we have is warmed over Mulroneyism. The recently released policy statement restores some of the Conservative government's grants to industry, which the Liberals originally cut. It abolishes the National Advisory Board on Science and Technology and creates a Liberal clone. While the \$65 million dedicated to research on the health system is welcome, overall, responsibility for research and development is off-loaded to the private sector, which has shown a massive indifference to such activity in the past.

I have no idea whether President Clinton ever read the Liberal's Red Book, but at least he appears ready to take on the Republicans on questions of funding higher education. Prime Minister Chrétien's Liberals, meanwhile, have jettisoned their promised policies in favour of Republican fiscal objectives. Only in Canada, eh? What a pity. ■

Les Libéraux fédéraux pourraient tirer des leçons du président américain Clinton

LES DEUX DERNIERS BUDGETS ET LA NOUVELLE STRATÉGIE en matière de science et de technologie du gouvernement libéral n'ont rien apporté de bon aux universités et aux collèges. Par contraste, les politiques du gouvernement Clinton, aux États-Unis, sont instructives et permettent même d'établir des différences entre nos deux régimes politiques.

Le président Clinton affronte un Congrès dominé par la droite républicaine. De son côté, le premier ministre Chrétien jouit d'une confortable majorité à la Chambre des communes. C'est pourtant le président Clinton qui défend l'enseignement postsecondaire et qui propose de nouveaux programmes alors que le premier ministre Chrétien ferme constamment les yeux sur l'enseignement supérieur et la recherche universitaire, quand il ne s'attaque pas à ces deux domaines tout simplement.

Il est ironique que les Libéraux fassent justement ce que les Républicains attendent du gouvernement démocrate. Les Libéraux ont réuni les programmes fédéraux sous une même enveloppe destinée aux provinces puis ont entrepris de la réduire considérablement par la suite. Le président Clinton a fait de l'éducation, de l'assurance-maladie et de la sécurité de la vieillesse son cheval de bataille dans son différend l'opposant au Congrès au sujet du budget. Il a soutenu qu'il défendrait ces dossiers contre les efforts des Républicains pour les torpiller.

Le président Clinton a récemment rendu public les grandes lignes de son budget 1997. L'éducation figure parmi l'un des rares secteurs à se voir octroyer plus de crédits. Le président américain propose de verser des bourses d'excellence de 1000 \$ aux finissants du secondaire qui se classent dans la tranche supérieure de 5 p. 100. L'année dernière, le

gouvernement Chrétien a aboli le programme de bourses en science et en génie.

Clinton propose également d'augmenter le budget des programmes d'aide financière aux étudiants. Le gouvernement canadien, dans son budget de 1996, prévoit des allègements fiscaux limités aux parents d'étudiants et double les fonds affectés aux programmes d'emploi d'été. L'année dernière, le fédéral a mis un terme au gel de dix ans imposé au plafond de l'aide financière aux étudiants, dont la valeur a diminué constamment à cause de l'inflation, et y a injecté de nouveaux fonds. Cependant, le cabinet a également exigé que le plafond des prêts soit réduit de 3 p. 100 chaque année moins le taux d'inflation. Compte tenu du faible taux d'inflation, cette mesure entraînera une baisse constante de l'aide financière aux étudiants alors que les frais de scolarité risquent de monter en flèche. On rétablit ainsi le gel du gouvernement Mulroney, ce qui ne fera qu'empirer les choses.

Le président américain a exhorté récemment les universités à refreiner la hausse des frais de scolarité. À Ottawa, les Libéraux ont par contre tenté, l'année dernière, de retenir 2 milliards de dollars de la dette fédérale aux étudiants en augmentant les frais de scolarité. Le gouvernement Clinton a annoncé son intention de moins dépendre des banques pour l'administration de l'aide financière aux étudiants et de prêter directement aux étudiants, une approche moins coûteuse pour le trésor fédéral et pour les universités. Le gouvernement Chrétien a annoncé tout à fait le contraire l'année dernière.

Le président Clinton a aussi tenté de défendre la recherche contre les attaques des Républicains au Congrès. Il a eu plus de succès avec les sciences qu'avec les sciences humaines et les sciences sociales cependant. La politique en

matière de science de son gouvernement met davantage l'accent sur la découverte et la recherche appliquée. Les Démocrates estiment que ces deux volets sont primordiaux pour que les États-Unis demeurent une puissance mondiale compétitive.

Au Canada, le Comité des finances a recommandé à deux reprises au ministre des Finances, Paul Martin, de maintenir les enveloppes budgétaires des trois conseils fédéraux de recherches, voire de les augmenter. Le ministre a passé outre à ses recommandations. Son récent budget prévoit simplement des compressions supplémentaires, s'ajoutant à celles de 1995-1996.

Après tout le tollé autour de la stratégie nationale en matière de science et de technologie, nous nous retrouvons avec du réchauffé servi à la sauce Mulroney. Récemment rendue publique, la stratégie rétablit certaines des subventions que le gouvernement conservateur accordait à l'industrie et que les Libéraux avaient annulées. Le Conseil consultatif national des sciences et de la technologie est aboli et remplacé par un clone libéral. Bien que les crédits de 65 millions de dollars pour la recherche sur le système de soins de santé soient bien accueillis, en règle générale, le secteur privé hérite de la responsabilité de la recherche et du développement, lui qui a toujours fait preuve d'une grande indifférence à cet égard.

Je ne sais pas si le président Clinton a lu le Livre rouge des Libéraux. Il semble à tout le moins disposé à affronter les Républicains sur la question du financement de l'enseignement supérieur. Les Libéraux du premier ministre Chrétien, quant à eux, ont abandonné leurs promesses au profit d'objectifs fiscaux dignes des Républicains. Seulement au Canada? Quel dommage! ■



SUPPLÉMENT

du statut de la femme

Editors' Introduction

Visions & Viewpoints on Systemic Discrimination & the Chilly Climate

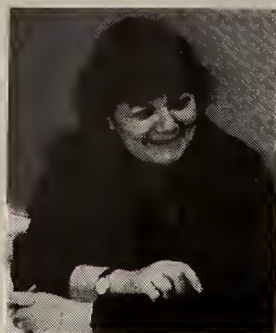
BY LINDA PAUL & BARBARA HERRINGER

It is quite possible that many people, even academics, have never heard of the terms systemic discrimination or chilly climate. Even if they have, probably for the majority of people, the implications and connotations of these concepts are vague. Formulation of precise definitions for either topic could be difficult for them. It is thus with great pleasure that we present articles which elucidate these subjects, which examine them from several points of view, from a variety of visions.

They are written by women from across the country, from various disciplines. Obviously, feelings behind these definitions, intentional or not, set the tone for how women and men from equity-seeking groups are treated at universities in Canada. They explain why people from historically-disadvantaged groups are usually hired in much smaller proportions than their absolute numbers represent in the population, and why these people may feel marginalized within our institutions. The two concepts are very much intertwined and inter-related. Important to keep in mind is that the formulation of these concepts is really very new and their definitions and connotations are developing and evolving quite rapidly.

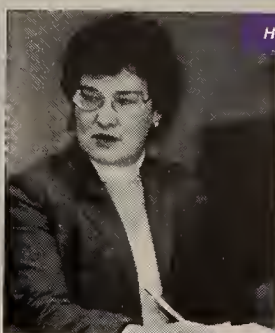
Dr. Joyce Lorimer, CAUT president and a history professor at Wilfrid Laurier University, comments on these subjects from the vantage point of her position. We appreciate her perspective and thoughtful insights.

As Maureen Webb suggests in her article "The Law: What is Discrimination and How Can it be Proved?" even in Canadian law many major developments relating to discrimination



have occurred in the last decade and a half. Thus Ms. Webb, a lawyer employed by CAUT, distinguishes between different types of discrimination — direct, adverse effect and systemic discrimination. She also discusses how these types of discrimination can be proved and the problems of working with a wide range of topics of various degrees of complexity within the law. Her work is important for it outlines for the reader what has evolved in Canadian law so far.

Jennifer Bankier, a law professor from Dalhousie University and chair of the CAUT Status of Women Committee, applies the subject of systemic discrimination more specifically to Canadian universities. Importantly in both papers, the aspect of unintentional and unconscious discrimination is brought out. People do not always intend to dis-



Herringer & Paul —
Analysing the concepts.

criminate but their actions may have this effect. Thus the results, conscious or not, may be addressed in the courts or internally at universities. Professor Bankier also shows how attempts by equity-seeking groups to seek justice may escalate into "tornadoes of fire" at universities, although this outcome may not be desired by any party. To plan and prepare for solving disputes in advance is essential. Ugly situations may thus be alleviated and successful resolutions of discrimination charges may be achieved.

In contrast to showing hypothetical escalation of equity disputes at universities, Dr. Jennifer Mather, a psychology professor from the University of Lethbridge, addresses a more specific, personal situation in her paper, "Why Are There Few Women Scientists?" She examines issues related to women scientists which may start early in young girls' lives. Their exclusion from science at this stage leads to women not being in science. This is both unconscious and attitudinal, yet so invisible that often people do not realize it is happening and feel there are no barriers. Barricades are erected in graduate school for young and older academics alike. A series of stereotypes and socialization processes develop

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Discrimination systémique et milieu hostile : perceptions et points de vue

PAR LINDA PAUL ET BARBARA HERRINGER

Il se peut que bien des gens, et même des professeurs, n'aient jamais entendu les termes «discrimination systémique» et «milieu hostile». S'ils les connaissent par contre, leurs conséquences et les connotations qu'ils renferment sont vagues pour la majorité des gens. Il leur serait donc difficile de formuler une définition précise. Nous sommes heureuses de vous présenter des articles qui expliquent ces notions et qui les examinent à partir de différents points de vue, de diverses perspectives.

Les articles sont rédigés par des femmes venant des quatre coins du pays et oeuvrant dans une gamme de disciplines. De toute évidence, derrière ces définitions se dégagent des sentiments, intentionnels ou non, qui établissent la manière dont les femmes et les hommes à la recherche de l'équité sont traités dans les universités canadiennes. On y explique pourquoi les membres des groupes historiquement défavorisés sont embauchés habituellement en plus petit nombre par rapport à ce qu'ils représentent en chiffres absolus au sein de la population, et pourquoi ils se sentent marginalisés au sein de nos établissements d'enseignement. Les deux notions sont intimement liées. Il importe de se rappeler, cependant, que ces notions sont très nouvelles et que leurs définitions ainsi que leurs connotations évoluent rapidement.

M^{me} Joyce Lorimer, présidente de l'ACPPU, commente ces deux sujets sous un angle privilégié. Nous la remercions

de nous avoir fait part de son point de vue et de ses observations réfléchies.

Comme le signale Maureen Webb dans son article intitulé «The Law: What is Discrimination and How Can it be Proved?», même le droit canadien s'est considérablement modifié depuis plus de quinze ans en ce qui concerne la discrimination. Avocate à l'ACPPU, M^{me} Webb trace une distinction entre différentes sortes de discrimination, soit la discrimination directe, la discrimination par suite d'un effet préjudiciable et la discrimination systémique. Elle discute également de la façon dont on peut prouver la présence de ces sortes de discrimination et des problèmes que posent la diversité des sujets d'une complexité multiple pour l'interprétation du droit. Son travail est important car il explique comment le droit canadien a évolué jusqu'à maintenant.

Jennifer Bankier, professeure de droit à l'université Dalhousie et présidente du Comité du statut de la femme de l'ACPPU, applique plus précisément la question de la discrimination systémique aux universités canadiennes. Il importe de souligner que l'aspect de la discrimination involontaire et inconsciente est traitée dans les deux articles. Les gens n'ont pas toujours l'intention d'exercer de la discrimination mais leurs gestes peuvent avoir cet effet. On peut alors régler devant les tribunaux ou à l'aide de procédures internes les résultats de ces gestes, qu'ils soient conscients ou non. M^{me} Bankier montre également comment les tentatives de groupes voulant la justice peuvent échauffer les esprits, même si

aucune des parties n'a souhaité cet aboutissement. Il est donc essentiel de planifier et de préparer à l'avance le règlement des litiges. On peut ainsi éviter des situations déplaisantes et obtenir un heureux dénouement dans des accusations de discrimination.

Par opposition à l'illustration de la montée hypothétique des litiges relatifs à l'équité, l'article de M^{me} Jennifer Mather, professeure de psychologie à l'Université de Lethbridge traite d'une situation plus précise et personnelle et pose cette question: «Why Are There Few Women Scientists?» L'auteure examine les problèmes touchant les femmes scientifiques, problèmes qui peuvent commencer tôt dans la vie des jeunes filles. L'exclusion hâtive des filles des matières scientifiques se traduit par l'absence des femmes en sciences. Cette situation est inconsciente et collée à une attitude invisible au point que les gens ne se rendent pas compte de son existence. Ils croient alors qu'il n'y a aucun obstacle. Tant les jeunes que les vieux professeurs font face à ces obstacles dans les écoles d'études supérieures. Un ensemble de stéréotypes et des modes de socialisation naissent qui peuvent exclure les femmes des disciplines scientifiques. De fait, les femmes oeuvrant dans la plupart des disciplines ou des universités éprouvent nombre de ces difficultés. M^{me} Mather estime cependant qu'elles sont plus aiguës pour les femmes scientifiques.

La discrimination systémique se porte bien dans les universités canadiennes, ce qui explique pourquoi les femmes et

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STATUS OF WOMEN COMMITTEE



Jennifer Bankier
(Committee Chair)
Law, Dalhousie



Shahrzad Mojab
Applied Social Science,
Concordia

Linda Paul
Geography, Regina



Barbara Herrerger
Health & Human Sciences/
Social Work, UNBC



Jennifer Mather
Psychology, Lethbridge

PRESIDENT'S MESSAGE

Critical Safeguards in a Changing Climate

BY JOYCE LORIMER

In both its policy making and collective bargaining functions, CAUT has consistently committed itself to the defence of academic freedom, tenure, equality and human rights, seeing them as equally important and critical safeguards of the standards of the professions of academic staff and the quality of higher education. Tenure allows qualified academic professionals the academic freedom to challenge the frontiers of their discipline free of restraint or threat from interested parties. Both overt and systemic discrimination are antithetical to academic freedom and to the principle that an academic career as well as academic studies should be open to all who have the ability to engage in them.

In recent years the changing gender, social and racial mix of Canada's universities has provoked intense debate and, in some cases, damaging personal conflict about curriculum content and about how to foster a climate in which all members of the academic community can feel free to participate to the best of their ability and interest. When the heat and smoke of particular flare-ups are fanned by inordinate media interest, all parties to the disputes have felt that their genuine concerns for academic freedom, academic interests and standards, human rights, equity and natural justice have been fundamentally misrepresented and painfully trampled upon.

Perhaps the most misleading response to these forms of conflict is to approach them from the perspective that "rights collide," as if the principles of academic freedom, human rights, natural justice and equity are in some way opposed and are required to be compromised in order to establish some form of uneasy coexistence. They are, and must be, mutually dependent and reinforcing. If equity-seeking groups are truly to feel included within the academy, the principles of academic freedom, due process and true peer collegiality

must include and apply to them also. Analysis which indicates how these principles can be abused in practice is a useful educative tool for understanding particular responses when crises occur. However, it is not an argument against the value of the principles themselves.

Critical disputation about perceived truths, whether relating to religious dogma, theoretical and methodological approaches, or new elements of the curriculum is, and always has been, part of the university's function. Over the centuries universities have experienced periodic intellectual and, sometimes, physical convulsions as new ideas and new groups have made their way into the academy. While it is still unfortunately true that civility and a balanced perspective tend to be the first casualties of heated academic discourse, at least, in the twentieth century, no academic professional would dispute what universities are about. As the preamble to the CAUT Policy Statement on University Governance states, "the excellence of the education that can be obtained at Canadian universities comes from a close association of students, those learning how to learn, with their teachers who, as researchers and scholars, are actively moving forward the frontiers of knowledge and creativity."

What has tended to be forgotten, in the heat of recent battles, is that we all, as colleagues, share and respect this vision of the university. In practice we sometimes fail to give due and proper attention to the equally legitimate but differing individual and group interests within it. Maureen Webb's and Jennifer Bankier's analyses suggest that the first step towards developing processes, which promote mutually respectful dialogue between the affected parties, is a clear understanding of the legislative structure of human rights, and a readiness on the part of administrators and faculty association officers to develop rapid mediation processes which encourage constructive solutions. ♀

(Dr. Joyce Lorimer is president of CAUT and a history professor at Wilfrid Laurier University.)

Systemic Discrimination & the Chilly Climate

► FROM PAGE 1

which may exclude women from the scientific field. Indeed many of these difficulties exist for women in most disciplines or universities, but Dr. Mather feels these are stronger for women in science.

Systemic discrimination is alive and well at Canadian universities and thus arises the chilly climate for women and equity-seeking groups. The Margaret Laurence Chair in Women's Studies at the Universities of Winnipeg and Manitoba, Susan Prentice attacks the situation straight on in her article, "Addressing and Redressing Chilly Climates in Higher Education." Because many readers are unfamiliar with this topic, she discusses common characteristics of chilly climate. She shows how these practices are maintained and how equity initiatives may be stalled or situations avoided which might make academic institutions a more just and equitable environment in which all members could thrive.

To wind up the *Supplément*, we bring you our usual pages of statistics, showing proportions of women and men in the universities across Canada in varying positions. We are disappointed that we have few statistics on part-time staff and sessionals. At some universities at least, the proportion of women occupying these lower positions increase as their benefits and security decline. And thus our last page advertises the CAUT SWC-sponsored conference in Halifax next fall. Please read the advertisement. Sessions will emphasize systemic discrimination, the chilly climate, teaching and the dilemma of part-time and sessional lecturers. Please plan to attend. ♀

(Linda Paul, University of Regina, and Barbara Herrerger, University of Northern British Columbia, are members of the Canadian Association of University Teachers Status of Women Committee.)

Discrimination systémique et milieu hostile

► SUITE DE LA PAGE 1

Les groupes voulant l'équité font face à un milieu hostile. Susan Prentice, titulaire de la chaire Margaret Laurence en études féministes des universités de Winnipeg et du Manitoba, s'attaque de front à la situation dans un article intitulé «Addressing and Redressing Chilly Climates in Higher Education». Parce que bien des lecteurs connaissent mal le sujet, elle y explique les caractéristiques générales d'un milieu hostile. Elle montre comment se maintiennent les comportements et comment les initiatives en matière d'équité peuvent être paralysées ou comment des situations peuvent être évitées, ce qui peut permettre aux universités d'offrir un environnement plus juste et plus équitable où tous les membres peuvent s'épanouir.

Nous terminons le *Supplément*, avec les pages habituelles contenant des statistiques qui illustrent la proportion des femmes et des hommes dans les universités du Canada à différents postes. Nous sommes déçues d'avoir peu de statistiques sur les professeures à temps partiel et les chargées de cours. Dans certaines universités du moins, la proportion des femmes occupant ces positions inférieures augmente alors que leurs avantages et leur sécurité d'emploi diminuent. Enfin, la dernière page de l'encart annonce le colloque organisé par le Comité du statut de la femme de l'ACPPU et qui se tiendra à Halifax l'automne prochain. Nous vous prions de lire l'annonce. Les séances porteront sur la discrimination systémique, le milieu hostile, l'enseignement et le dilemme des professeures à temps partiel et des chargées de cours. Venez en grand nombre. ♀

(Linda Paul, de l'Université de Regina, et Barbara Herrerger, de l'Université de Northern British Columbia, sont membres du Comité du statut de la femme de l'Association canadienne des professeures et professeurs d'université.)

The Law: What is Discrimination & How Can it be Proved?

BY MAUREEN WEBB

Many of the major developments in the law of discrimination have occurred within the last fifteen years or so, and it is an area of law which continues to develop in terms of basic principles. It is not surprising therefore, that there exists a certain amount of confusion and some common misapprehensions among non-lawyers and lawyers alike about what constitutes discrimination and what kind of evidence can be used to legally prove a charge of discrimination. One important misapprehension is that discrimination requires conscious intent. Another area of lingering confusion is the terminology used to describe different kinds of discrimination. The following article is an attempt to dispel these and other misunderstandings by providing a "nuts and bolts" description of the law, which may be used as a basis for further discussion about the problems and challenges posed by discrimination cases in the academic milieu.

Distinguishing the Different Kinds of Discrimination: Direct, Adverse Effect & Systemic Discrimination

At law, there are essentially two forms of discrimination: direct discrimination and adverse effect discrimination. The distinction between the two has been defined by the Supreme Court of Canada as follows in the landmark case, *Re Ontario Human Rights Commission et al. and Simpson Sears Ltd.* (1985), 23 D.L.R. (4th) 321 per McIntyre, J. at 332 (also known as *O'Malley*): "Direct discrimination occurs...where an employer adopts a practice or rule which on its face discriminates on a prohibited ground. For example: 'No Catholics or no women or no blacks employed here'... On the other hand there is the concept of adverse effect discrimination. It arises where an employer for genuine business reasons adopts a rule or standard which is on its face neutral, and which will apply equally to all employees, but which has a discriminatory effect upon a prohibited ground on one employee or group of employees in that it imposes, because of some special characteristic of the employee or group, obligations, penalties, or restrictive conditions not imposed on other members of the work force."

It is important to note that although the examples given by the Court in the above quote to illustrate direct discrimination are examples of conscious direct discrimination, conscious intent is not required to prove direct discrimination. This point was clearly enunciated by the Court elsewhere in the *O'Malley* judgment and I will discuss it more fully below. In the 1990s, examples of blatant, conscious discrimination such as those given by the Court in the above quote are becoming increasingly rare. As Beatrice Vizkelety has observed in her book, *Proving Discrimination*: "...it is much more common to find unequal treatment in covert form lying behind a camouflage of pretext. In this sense [the Court's words, 'a practice or rule which on its face discriminates'] may reasonably be interpreted to mean not that the dis-

crimination must be overt or admitted [in order to constitute direct discrimination], but rather that the rule or practice must in some way have been based upon, influenced by or directly affected by one of the prohibited grounds."

To summarize, the difference between direct and adverse effect discrimination is not whether the discrimination is overt or consciously intended. The difference is that in direct discrimination it is the cause of a given decision or practice which is subject to scrutiny; whereas, in adverse effect discrimination it is the effect upon protected group members which is of primary concern.

What then, is "systemic discrimination"? "Systemic discrimination" is a term which is sometimes used to describe institutionalized discrimination or discrimination which pertains to a system. It is often used interchangeably with the term "adverse effect discrimination," although the two are not really synonymous. Certainly, systemic discrimination often includes adverse effect discrimination, but it can also include direct discrimination, such as action taken by an employer on the basis of racial or gender stereotypes. Indeed, systemic discrimination often includes subtle, unconscious forms of direct discrimination which may be difficult to prove but which disadvantage minorities in cumulative ways through "chilly environments" or lack of mentorship.

The Supreme Court of Canada adopted the following definition of systemic discrimination in *Action Travail des Femmes* (supra, at 210): "[S]ystemic discrimination in an employment context is discrimination that results from the simple operation of established procedures of recruitment, hiring and promotion, none of which is necessarily designed to promote discrimination. The discrimination is then reinforced by the very exclusion of the disadvantaged group because the exclusion fosters the belief, both within and outside the group, that the exclusion was the result of 'natural' forces, for example, that women 'just can't do the job'.... To combat systemic discrimination, it is essential to create a climate in which both negative practices and negative attitudes can be challenged and discouraged."

The remedy for systemic discrimination, where a tribunal or court has jurisdiction to grant it, may entail an order that the employer institute affirmative action policies, rather than an order striking down an exclusionary decision or requiring reasonable accommodation, as is the remedy in cases of "non-systemic" direct and adverse effect discrimination. In the *Action Travail des Femmes* case quoted above, the Supreme Court of Canada upheld a detailed remedial order of the Canadian Human Rights Tribunal which required the employer, among other things, to modify its system for the dissemination of information on positions available, to modify its interviewing practices and to institute an affirmative action program to increase the number of women in its employ.

Proving Discrimination

Often in academic institutions, grievors allege not merely direct or adverse effect discrimination, but systemic discrimination.



Maureen Webb —
How can one identify discrimination?

In order to prove systemic discrimination — discrimination ingrained in the practices and attitudes of an institution — one must usually prove numerous instances of both direct and adverse effect discrimination. Thus, it may be helpful to begin with a description of the necessary elements of direct and adverse effect discrimination and the evidence which can be adduced to prove them, and then to move on to some general comments about proof in systemic discrimination cases.

As I noted earlier, in order to prove direct discrimination, it is not necessary to prove intent in the sense that the respondent consciously intended to discriminate. The Supreme Court of Canada in *O'Malley* (supra, at 331) has stated: "To take the narrower view and hold that intent is a required element of discrimination under the [Ontario Human Rights] Code would seem to me to place a virtually insuperable barrier in the way of a complainant seeking a remedy. It would be extremely difficult in most circumstances to prove motive... Furthermore, as I have endeavoured to show, we are dealing here with the consequences of conduct rather than punishment of misbehaviour. In other words, we are considering what are es-

Direct discrimination occurs ... where an employer adopts a practice or rule which on its face discriminates on a prohibited ground. For example: "No Catholics or no women or no blacks employed here."

entially civil remedies. The proof of intent, a necessary requirement in our approach to criminal and punitive legislation, should not be a governing factor in construing human rights legislation aimed at the elimination of discrimination. It is my view that the courts below were in error in finding an intent to discriminate to be a necessary element of proof."

What must be proven, then, is not conscious intent but a causal relation between the impugned action and a prohibited ground (for example, race or sex). The pro-

hibited ground need not have been the only, or even the primary, reason for the impugned action or decision in order to establish a causal relationship but it must have been an "operative element."

Evidence adduced to prove the causal relationship required in direct discrimination may include:

- admissions and other forms of "direct" evidence — for example, exclusions based on overt expressions of prejudice, exclusions based on unwarranted solicitude or paternalism, exclusions based on stereotyping, exclusions based on supposed economic loss or

employee disgruntlement; or

- circumstantial evidence — for example, prejudiced attitudes and statements, evidence showing that treatment of individuals from designated groups was different from treatment of individuals from non-designated groups, similar fact evidence, evidence of underrepresentation or patterns of exclusion (note: this kind of evidence may be most important in proving the more subtle forms of direct discrimination, that is, "chilly environment" forms), evidence of subjective evaluations or interviews, evidence of an employer's failure to explain an exclusion where an explanation is warranted or of an employer's failure to give a credible explanation for exclusion.

The complainant bears the legal or persuasive burden of proving the essential elements (i.e., causal relationship, operative element) of direct discrimination.⁶ However, the complainant is assisted by a reversal of the evidentiary burden of proof once he or she has established a *prima facie* case of direct discrimination.

What constitutes a *prima facie* case of direct discrimination varies from context to context. Essentially, one must adduce enough evidence to entitle, but not necessarily

to oblige, a reasonable decision-maker to decide in one's favour. As an example, in a hiring context, a *prima facie* case is made out by proving:

- that the complainant belongs to a group against whom discrimination is prohibited;
- that the complainant applied for and was qualified for a job the employer wished to fill;
- that, although qualified, the complainant was rejected.⁷

It is not necessary, in establishing a *prima facie* case, to prove that the employer's rejection was related to a prohibited ground: the fact is presumed.

After the complainant has made out a *prima facie* case the "evidentiary burden," or duty to go forward with evidence, shifts to the respondent to show that the rejection was not based, in whole or in part, on prohibited grounds. However, once the respondent has offered an explanation the complainant must

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Trapped Inside the Circle: The Myth of

BY JENNIFER BANKIER

Many people believe that a) discrimination is an intentional act of ill-will directed against members of an equity-seeking group, and b) when people discriminate, it is because they are bad individuals who deserve our condemnation. It is not surprising, therefore, that most of us react with horror and denial to suggestions that our own conduct may have a discriminatory effect. We do not wish to think of ourselves as evil.

As Maureen Webb points out in the article that is the centre-piece of this *Supplement*, the courts take a different view with respect to the nature of discrimination. Intent, in the form of a conscious desire to injure members of equity seeking groups, is not a prerequisite for a finding that either direct or systemic discrimination exists in law. Instead, the law focuses upon the issues of whether conduct, rules or practices are influenced by one of the prohibited grounds of discrimination (whether or not there is a desire to injure); or, have an unintended but nevertheless adverse effect upon members of a designated group.

Why have legislatures and courts decided to provide remedies for unintentional discrimination? Because equity is such a sensitive matter within our universities at the present time, I will try to explain this using a non-equity metaphor involving physical injury.

Let us assume that somebody steps heavily on your foot, causing you a great deal of pain, bruising, and perhaps even a broken bone. This can happen for a variety of reasons. Perhaps the person hates you and takes advantage of the fact that s/he is squeezing by you in a crowded classroom to step consciously and heavily on your foot. Perhaps you are riding in a crowded bus where another passenger is standing carelessly without holding onto anything, loses his or her balance and falls onto your foot, landing heavily. Perhaps you and other people are standing in a crowd on a street watching a parade when an unexpected and unpredictable earthquake happens, shaking up the person next to you and throwing them onto your foot. These circumstances may make a difference to your and society's moral opinion about the person who stepped on your foot, but the consequences (pain, bruising, and possibly a broken bone) are the same in all three circumstances. Your legitimate response in all three cases would be to say, "You're standing on my foot! You're hurting me! Get off!"

The position of members of equity seeking groups with respect to discrimination based on their group membership is comparable to that of the person whose foot is stepped on. The harmful effects of conduct or practices that are the result of direct or systemic discrimination are real and painful, even if they are the product of ignorance rather than ill-will. Courts and legislatures have recognized this which is why discrimination law in Canada does not focus on the presence or absence of intent.

How is it possible for well-meaning people, including conscientious academics, to discriminate when they do not wish to do so? Until recently, the Canadian educational sys-

tem and the mass media gave little or no attention to the history, experiences, values and needs of the members of historically disadvantaged groups. Because few members of equity-seeking groups have participated in many academic disciplines until recent years, most faculty from more traditional backgrounds have had few, if any opportunities to acquire first hand knowledge of the differing perspectives of groups other than their own. This state of well-meaning ignorance may persist even after some equity-seeking students and faculty are present within an academic unit. Students and junior colleagues may be reluctant to contradict the preconceptions of more senior and powerful academics while they are untutored and vulnerable.

If people know nothing about members of a particular historically disadvantaged group, it is not surprising that second-hand assumptions based on inaccurate stereotypes play some role in shaping conduct toward members of this group when they do enter the academy, even if there is no conscious desire to do harm. (From a legal viewpoint, this would be direct but unintentional discrimination.) Similarly, well-intended practices and policies that reflect the values and experiences and do a good job of serving the needs of faculty and students who have traditionally been the dominant group may have an unexpected and harmful impact on faculty or students from equity-seeking groups with different values, experiences and needs. (In law, a remedy for systemic discrimination might be available in such a situation.) Again, this harmful effect may be unintentional and even incomprehensible to faculty from traditional backgrounds. It is often difficult accurately to predict or comprehend the impact of a policy or course of conduct on other people if you know little or nothing about how their lives differ from your own.

I emphasize the unintentional nature of much discrimination because greater awareness of this fact may avoid or reduce the intensity of the equity-related political explosions that often happen when members of equity-seeking groups ask academic units to address issues of discrimination. I believe that the strong negative response of many academics to such requests reflects the fact

that they do not understand that discrimination can be unintentional. Conversely, if they do understand this fact in theory (as many law professors and some academics do), they may have forgotten it in the stress of the moment when they encounter a discrimination allegation that relates to their own conduct, policies or practices. The mistaken belief that all discrimination is intentional misconduct carried out by evil people may lead to a multi-step and cyclical pattern of over-reaction and escalation that I refer to as a "demonization cycle" or "the tornado of fire".

Steps in the Process

Step 1 — Issue Initiation: Discrimination Issue(s) Are Raised by Group X. Member(s) of equity-seeking Group X (student(s) or faculty member(s) or both) within an academic unit raise an issue of discrimination for discussion. They are acting in good faith and telling the truth as they see it. In many cases, at this stage of the first demonization cycle, these equity messengers will themselves believe that the discrimination they are trying to address is not intentional or the product of ill-will. Members of disadvantaged groups often recognize that recurring patterns of systemic discrimination throughout our society are the product of broad social and economic forces and not primarily attributable to character flaws or bad intent on the part of specific individuals. They wish to change (in this case) the academic system and not to punish particular people.

Step 2 — Pain Reaction by Group Z. The initial reaction of affected member(s) of Group Z is likely to be one of surprise, shock, pain, and sometimes fear. "I didn't mean to hurt anyone." Let us assume that any discrimination that has taken place at this point is not intentional. In other words, both X and Z are acting in good faith. "I want to be a good person, to see myself as a good person and to have others see me the same way." This is a commendable desire but it can lead to terrible problems. "I've tried to work toward equity in the past. Don't I get any credit for that?" This may also be true. The problem is that equity plans, designed without input from members of the particular equity-seeking groups, may contain design flaws resulting from well-meaning ignorance about the experiences, values and characteristics of Group X. "X-ism is a terrible thing." True, although X-ism has a negative impact on the lives of Group X, it does not follow that all X-ism is the product of a desire to do harm. "How terrible to be accused of X-ism." This assumes that all claims of X-ism equate to accusations of moral evil, an assumption that is only true if the X-ism is intentional. This reaction can be very dangerous if the person reacting jumps to the conclusion that the pain associated with a

claim of X-ism is as severe, or more severe than the pain of X-ism itself.

"What will people think of me? Oh, my reputation, my career!" This reaction assumes that other members of the academic community believe that all discrimination must be malicious and therefore morally evil. If the university community has been educated to understand that discrimination may not be intentional, the mere fact that an issue of discrimination has been raised will not lead to any loss of respect if the issue is handled with courtesy and respect for the members of Group X. The member(s) of Group Z may also lose their sense of perspective on the prospect of damage to their career(s). (The damage on a practical level that can be done to the career of a tenured full professor, for example, is much less significant than that which may happen to students or untenured junior faculty who displease senior colleagues.)

The reactions described in Step 2 are understandable and perhaps unavoidable. Most people react with varying degrees of discomfort to critiques of their conduct and its effects on others. Positive or negative outcomes in response to discrimination claims turn less on this initial pain reaction than on how members of Group Z ultimately deal with the pain. I will therefore divide the next step into two branches.

Step 3a — Constructive Outcome: Open-Minded Investigation by X & Z Working Together. If members of historically advantaged Group Z already understand that discrimination need not be intentional or can be brought to this understanding, then efforts to raise equity issues within academic departments may have a positive outcome. The departmental majority may have sufficient self-discipline to control the pain reaction through the kind of analysis that I have set out in my description of Step 2. Or intervenors may be successful in persuading members of Group Z that they should consider the possibility that well-intentioned policies or conduct may be having an unexpected harmful outcome. In either event, the most constructive way of addressing the issue would be for all members of the academic unit to participate in an open-minded learning process designed to discover: a) how the experiences and values of Group X differ from those of Group Z; b) whether there is a harmful synergy between the academic unit's well-meaning practices and Group X's different reality; and, c) if so, how the unique needs of Group X can be accommodated in a way that will allow members of Group X to achieve their full potential and live in harmony with the members of Group Z.

Step 3b — Destructive Outcome: Demonization of Equity Messengers (X) by Group Z. If members of Group Z do not realize that discrimination can be unintentional, or understand this but lose sight of it while experiencing the pain of having their practices criticized, then disastrous consequences may follow. Members of Group Z may move from "I didn't want to hurt anyone," to "I didn't want to hurt anyone, therefore I didn't hurt anyone. The complainant(s) are making this up! They're covering up their own inferiority at my expense! We never had any trouble until these particular member(s) of Group X came here. There isn't any general problem of discrimination against Group X. It's just that these particular members of ▶

How is it possible for well-meaning people, including conscientious academics, to discriminate when they do not wish to do so?

that they do not understand that discrimination can be unintentional. Conversely, if they do understand this fact in theory (as many law professors and some academics do), they may have forgotten it in the stress of the moment when they encounter a discrimination allegation that relates to their own conduct, policies or practices. The mistaken belief that all discrimination is intentional misconduct carried out by evil people may lead to a multi-step and cyclical pattern of over-reaction and escalation that I refer to as a "demonization cycle" or "the tornado of fire".

In the analysis that follows, I will refer to the member(s) of an equity seeking group who initially raise a discrimination issue as Group X and to the more traditional majori-

Intent & Resolution of Equity Disputes

Group X are bad people. I'm dealing with an evil monster, a demon. Therefore I'm justified in taking any defensive measures I can think of. If we could get rid of these particular, destructive member(s) of Group X then we could all live happily ever after. Now, what's the most effective way to defend myself and perform an X-orcism?"

At the outset, this demonization process may manifest itself as strong rejections of the possibility that any discrimination has taken place within the academic unit. It may be accompanied by verbal personal critiques of the member(s) of Group X who have raised the discrimination issue, with a view to undermining the message by "shooting the messenger." If this strategy proves ineffective, the demonization cycle may escalate to include direct attacks designed to impair the future career of trouble-making Group X students. Other examples would be to deny reappointments or tenure to junior colleagues from Group X who have raised equity issues or day-to-day sabotage within the unit designed to make working conditions so miserable that members of Group X would decide to leave (if they could find jobs in the face of more sabotage circulating through the old-Z network within the particular academic discipline).

Step 4 — Escalation and Recycling: New Intentional Discrimination Complaints by Group X. As previously noted, members of Group X may initially raise the discrimination issue without believing that their colleagues or professors were engaged in intentional misconduct. They may hope that some constructive, mutually agreeable solution to the problem can be found. This belief will not survive the initiation of a demonization cycle. Member(s) of Group X who are told they are liars, or experience personalized attacks on their credibility, competence, student status, or jobs, may think, "My God, these people really are out to get me! It is intentional! They are evil!" The obvious response is new complaints of intentional discrimination, based on statements made and actions taken by members of Group Z as part of the demonization process.

In other words, we go back to Step 1 and repeat the demonization cycle. The difference is that now both parties are actively angry and may condemn each other more strongly, thus triggering more outrage and yielding stronger attempts designed to drive the complainant members of Group X out of the academic unit. The second demonization cycle will beget a third, and so on indefinitely, with the animosity escalating with each new cycle.

Step 5 — The Tornado of Fire: Cycle Expansion. At some point in this recurring and intensifying demonization cycle, both Group Z and Group X will feel the need to seek allies outside their own academic unit. The result is a larger demonization cycle which may expand to include the entire university as well as the media and the outside world. This is what I call the "tornado of fire."

Members of traditional Group Z may have been active in university affairs for a long time and have large numbers of friends and allies throughout the university community. Members of Group Z may begin by complaining to them about false allegations of, for example, [intentional] racism. The friends and allies may shudder in sympathy

and accept this analysis if they do not understand or remember that discrimination need not be intentional. Subsequently, as the demonization cycle intensifies, Group Z may seek the support of friends or allies who have political power within the university to assist in resisting equity initiatives within the unit. They may try to persuade administrators that the best way to avoid a visible equity explosion of the kind that has happened at other universities is by giving support to the X-orcism of the (in the view of Group Z) troublesome, evil, and incompetent members of Group X who have made complaints about discrimination.

Any university administrator who accepts this strategy is making a major mistake but, unfortunately, some academic administrators do not have a good understanding of equity dynamics. Perhaps this is because they themselves do not understand that discrimination need not be intentional. It is dangerous to act on the basis of information from only one side of an equity dispute. The X-orcism, if attempted, may fail which will further inflame the situation. If it succeeds, it will also inflame the situation. Moreover, if the controversy is in fact the product of systemic discrimination, then it will recur whenever new member(s) of Group X enter the academic unit as students or faculty. Any attempt to bar all members of Group X from becoming members of the unit's academic community would be an obvious violation of human rights legislation and confirm that discrimination is in fact present.

Members of Group X are likely to be new to the university, in a minority position at the university as a whole (whatever their numbers in the larger society), and possibly in relatively junior positions as students or untenured faculty. Under these circumstances it is an essential survival strategy for them to seek support from members of their own community within or outside the university. As well they should approach members of other groups who understand the unfairness of both discrimination and of demonization cycles. If Group Z succeeds in driving members of Group X out of the academic unit, neither the members of Group X or their allies will have anything to lose by taking dramatic and open initiatives designed to apply pressure to the university. They would try to compel it to address both the original discrimination claims and the reprisals directed at members of Group X who raised them. At this point the university may find itself subject to direct political action by members of Group X, from the larger community, as well as to grievances, arbitrations, human rights complaints, law suits and media attention.

What is to be Done? Preventing or Breaking Demonization Cycles

A demonization cycle is a horrible event. Faculty association executives and university administrators should do everything they can to prevent this dangerous dynamic, or to stop it once it begins.

How? It should be clear that I believe that many demonization cycles begin because most academics do not understand that discrimination can be unintentional. They therefore respond with unthinking moral outrage to complaints about discrimination. If this is true, the obvious first step is to educate the academic community about the nature and

reality of unintentional discrimination, and that human rights codes and anti-discrimination clauses in collective agreements provide legal remedies for direct and systemic discrimination of this kind. The systemic discrimination portion of the 1996 Status of Women Supplement is designed to form part of this education process and the 1996 Status of Women Conference in Halifax will also direct attention to this issue.

The harmful effects of conduct or practices that are the result of direct or systemic discrimination are real and painful, even if they are the product of ignorance rather than ill-will.

A similar educational process must also go on at the local university level. This should be designed to ensure that as many people as possible have an accurate knowledge of the nature and dynamics of discrimination. Additionally, they should learn that the law will provide a remedy for unintentional acts that have a discriminatory effect upon groups that are protected by collective agreements or are under human rights codes.

With luck and time, such education will eventually lead to a gradual, preventative elimination of discriminatory practices within Canadian universities. Thus events that may trigger demonization cycles will not arise. In the meantime, some academics may be able to use their new knowledge about unintentional discrimination, in combination with personal self-discipline directed at their own hurt feelings, constructively to address any discrimination controversies that still arise within their academic unit. These will be the success stories. Precisely because they are peacefully achieved without controversy outside the particular academic unit, these constructive resolutions of equity disputes are unlikely to be visible in the larger university community. (If you have participated in such a success story, please let CAUT and the Status of Women Committee know: we want to use you as a resource person for the 1996 Conference!)

Is education enough to prevent demonization cycles? Unfortunately not. The most successful education programme will not reach all members of the university community, especially at a time when academics are severely overworked and suffering from stress because of the economic hard times. Moreover, as noted, some people who understand in theory that discrimination may be unintentional forget this and become enraged when their own or a colleague's behaviour is subject to an equity challenge.

If a faculty association or university administrators with a good understanding of equity dynamics become aware of a demonization cycle in progress, what should they do? Prepare ahead of time so they can act rapidly and effectively! Why is rapid intervention essential? The more revolutions the demonization cycle has gone through, the more angry the participants will be. The harder it will be for outsiders to persuade them to change their position. For example,

it will be very difficult to achieve a peaceful resolution if matters have escalated to the point where members of majority Group Z are actively trying to X-orcize junior minority colleagues from Group X by denying them tenure or reappointment.

Turning first to majority Group Z, the demonization cycle derives much of its impetus from the desire of traditional academics to maintain their good opinion of

themselves, thus denying the possibility of intentionally engaging in conduct that constitutes X-ism. It may be possible to persuade members of Group Z that X-ism does not have to be intentional and that their original behaviour might have had an unintended harmful impact on members of Group X if this is done before the demonization cycle becomes well entrenched. If an X-orcism is already in process, however, then the prospects of success are seriously undermined.

An X-orcism is unquestionably an intentional attack on the careers of the target students or faculty. To abandon the X-orcism and address the original equity issues, the Group Z majority would have to confront the fact that they have made a conscious decision to use their power to attack vulnerable students and colleagues who were acting honestly and in good faith in making the original equity complaint. In such a situation, the affected members of Group X will certainly not accept that they should lose their jobs or suffer career damage because they raised an issue of discrimination in good faith. Likely they will bitterly resent the associated attacks on their personal integrity and competence that are necessary to rationalize the X-orcism. Moreover, members of Group X are likely to resist any suggestion that the behaviour or policies that triggered the original equity dispute should be treated as unintentional discrimination. They may cite the subsequent reprisals against the people who raised the equity issues (which are clearly intentional) as evidence that the original conduct was also intentional.

Early, rapid and effective intervention can avoid this polarized and impossible situation if faculty associations prepare to address demonization cycles ahead of time. Perhaps this can be done in cooperation with the university administration if the senior administrators have a sophisticated understanding of equity dynamics and accept the legitimacy of joint action.

The purpose of the intervention should be to inform or remind the participants in the equity dispute that discrimination may be unintentional. It should attempt to channel the debate into constructive and open-minded investigations of the facts, while educating the departmental majority about any relevant experiences, values, culture and perspectives of Group X.

If the intervention takes place during the first few cycles of the demonization process, it may be possible to intervene effectively using people from inside the university who have good people skills and who understand both equity law and equity dynamics. There are limits to this internal intervention strategy, however. A fast-moving

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Why Are There Few Women Scientists?

BY JENNIFER MATHER

The proportion of women teaching and doing research in universities is still nowhere near their percentage in the Canadian population. This disparity is largest in the sciences; in 1989 18% of full-time faculty in agricultural and biological sciences were female, 5% in math and physical sciences and 1% in engineering and applied sciences (Lee, 1993). Yet discrimination is widely assumed to have disappeared. So where are the women, and what is keeping them out? While the doors are open and they are no longer legally excluded, women find a variety of social forces that act as barricades.

Overt discrimination in the past has resulted in a lack of senior women scientists. It is often easy to see: "No Irish need apply," "We don't serve blacks" and "Women aren't suitable for this job" were frequent comments several decades ago. *I planned to apply for graduate work in Conservation in the 1960s. When I inquired, I was denied even the chance to apply, because they didn't take 'girls'.* Fortunately, much of that kind of discrimination is gone now.

What is the Problem?

If no one is keeping us out, why aren't there more young women scientists? The answer is that while the door is open the barricades are still up. A more subtle systemic discrimination is still at work. Systemic discrimination is rarely conscious or overt; it results from "the simple operation of established procedures of recruitment, hiring and promotion" and by its effect "is then reinforced by the very exclusion of the disadvantaged group because the exclusion fosters the belief ... that the exclusion was the result of 'natural forces' (Supreme Court of Canada, in CAUT SWC position paper, draft, 1995). Science discriminates against women in its day-to-day operation because it is primarily gendered male, and this pervasive gender labeling means that women still don't fit in the enterprise.

One of the reasons that this is not more widely known is that science has had a mythology that it is objective and bias-free (Etzkowitz et al, 1992). As these authors have pointed out, this is clearly not true. North American science fosters an ideology of competition, relies on networking for position and advancement, and prides itself on the single minded dedication of its practitioners. And these "normal working of everyday features of academic science ... have the unintended consequence of keeping women out" (Ibid, p. 163).

Gender Bias in Preparation

Exclusion of females from science starts in childhood. All of us identify ourselves in a series of categories, and gender is a particularly important one for children in North America (Beal, 1994). Once girls are gender-labeled, the stereotypical characteristics into which they are slotted begin to keep them out of science at an early age (the same process also often stops boys from being nurturing and cooperative). Two gender-specific areas from which girls begin to be excluded by this stereotyping are mathematics and computers—skills which are vital for scientists.

The explosive growth of computers is a recent phenomenon, but their mastery is predominant in boys and men. In a special issue of *Sex Roles* on computers and gender, Ware and Struck (1985) evaluated advertisements of computers which had people in them and found men twice as often as women. When included, women were usually represented as sex objects or passive observers, while men were centred as authorities or experts. Computers are 'man things,' these ads have already told us.

Another article from the same issue showed major differences in interest in computers by boys and girls (Hawkins, 1985). This specialization was pervasive in 8 to 12 year olds, particularly for programming. Two of the possible reasons suggested were that computer activities were embedded in science topics and that they emphasized competition rather than cooperation. In other words, the interactions were already gendered male and attracted boys—who then became capable and comfortable with the computers. No one discriminated against girls overtly, and in fact teachers tried to involve them. It appears that unconscious categorization itself began to exclude them and to barricade their success in science.

The marginalization of girls in math is both similar to and different from that in computers. Gender differences in cognitive abilities have been widely studied and their results passed into the mythology of our society. Girls 'can't do math,' and because of this are often poorly prepared; consequently they often arrive at university with fewer courses in science and less love for it.

The situation is more complex than the myth tells us, and partly contradicts it. First, gender differences in cognitive ability have been declining over the last three decades (Linn & Hyde, 1989; Feingold, 1988) and are only trivial now. This may be because stereotyping is declining as girls begin to get better opportunities in math, and boys in language. Second, the trumpeted dominance of males in math is only true for academic tests; at all levels females outperformed males in math classes (Beal, 1994). Third, even by the late 1970s and early 1980s participation of young American men and women in math classes in high school and math majors in University was reasonably equal (Chapman, Brush & Wilson, 1985). Despite this, women didn't persist through graduate school and into academic positions. Linn & Hyde (1989) suggested one reason—that gender differences in aggression and in confidence in science ability still favoured males by a far greater percentage than those for ability. Boys knew they were better even when they weren't, and dominated the field as the system told them they should. This dominance is probably not surprising; Sadker & Sadker (1982) showed that teachers paid more attention to male students as they progressed from elementary school to University classes.

Exclusionary Practices

The barricades mean that bright young women arrive at University either unprepared for science or unsure of their competence in it. Then they run into another barricade—the gendered social system. *I wanted to go on an Oceanography research cruise to get data for an idea for MSc work. "No," I was told, "we don't take women. We*

tried one and she didn't work out." Despite the stereotype that they are unsuited to the endeavor, many young women persist and enter graduate school in the sciences. Here the lack of confidence in themselves and the feeling of not fitting into the group causes drop-out and self-selection to the margins of science. For example, in Canada in 1990 only 7% of the doctorates in engineering and applied science, and 20% of those in math and physical science were awarded to women.

One aspect of the socialization into science which works against women is the assumption of the dedicated "family-free" scholar. Graduate students and young faculty members in science departments are routinely expected to put in long hours on research and writing (Etzkowitz et al, 1992). Females are heavily scrutinized for this time commitment, with an 'are you really serious?' attitude. Women used to quit science if they were married, and even now a larger proportion than men are unmarried. Having a child is often still seen as the sign that a woman is not committed to the work, although the apprenticeship to science is so long that 'wait until you have tenure' often means until after 35.

Most people want children, but care of children is perceived as woman's work. While women can take leave for up to six months after a baby is born, many are afraid to. Instead, they have the baby during thesis work or in the summer and keep on with their research. Research productivity is heavily scrutinized as the measure of success in an academic career. Only within the last few years has NSERC, the major funding agency for Canadian science, brought in a minor concession, a policy that time spent on family responsibilities could be "forgiven" a researcher who has been less productive for this reason. Dean (1995) commented on the difficulty of expecting a woman to 'aim' to deliver her baby in May and makes a heartfelt plea for good maternity policies and day care. *I "dropped out" of science for five years between undergraduate and graduate work to start a family. The balance was a good one but it delayed my entry and I was seen as 'too old'.* Certainly, caring for a small child strains the expected dedication, and this inability to balance a more-than-full-time job and child care is a barricade which causes many women graduate students to drop out, go into positions in industry (Etzkowitz et al, 1992) or to smaller liberal arts universities where there is more time flexibility. These locations are often 'marginalized' places in science.

Another barricade is that despite its assumption of meritocracy, academic science is a collegial network. Professors recommend students to one another and refer back to their former university for job candidates. Women are often 'out of the loop' in this process. Furthermore, much of the critical contact is informal. Etzkowitz et al (1992) described how many male scientists see the lab almost as a club, spending nearly all their time there, making many informal contacts and 'initiating' graduate students. A woman on a tight time budget with parenting and other duties gets her research done but misses out on much of this networking. *As a graduate student with two small children I was always time limited and missed much of this informal contact. Even more restrictive for women is*

the informal bonding when male faculty forge alliances and trade information around amateur athletic events. Many important decisions have been made over a beer after an informal hockey game, and no women are there.

A third barricade for women in Western society wishing to succeed in science is the way in which the sexes are taught to relate. Males are generally taught to compete with one another and females to cooperate (Beal, 1994). Even when the two sexes conduct a conversation, their language and communication patterns differ. Boys learn to compete in interactions to such an extent that girls give up trying, and leave. A woman moving into the male realm of science finds her acquiescence in conversation and cooperation in work unappreciated (Etzkowitz et al, 1992). To succeed in science, women must adapt to a male approach after years of different socialization. Not surprisingly, many don't.

Role Incongruity as Faculty

Even when they gain a faculty position and succeed despite the barricades, women in science find it hard to do well and attain tenure and promotion. They have a surprising additional problem, which might be called role incongruity—not just in the eyes of others, but to themselves as well. They have to become more aggressive in order to succeed in the male-dominated system and are then perceived negatively. From a survey of women who received PhDs in 1978 in Math and Psychology, Boswell (1985) found that many knew they were negatively stereotyped: 23% of women doctorates in math knew they were seen as unattractive; 23% in math and 12% in psychology were aware they were seen as masculine, while 21% and 10% knew they were seen as cold. In order to succeed in science, they knew they had to become 'loaded' with attributes undesirable for women and were viewed as having 'left their femininity behind.' *I was once accused (by a man) of doing 'quantitative male research' and thus 'betraying women'.* Even so, 15% and 17% respectively, saw themselves perceived as less competent than their male peers and believed to be hired only because their gender was appropriate for Affirmative Action. *I was told by a colleague after I gained my present position that he'd heard "some woman" got it, making it clear by inflection that I only got it because I was female.*

This double-jeopardy role incongruity is part of women scientists' working life and interactions. Superiors dominate inferiors in conversation, so female professors often feel they must shift roles and dominate male students. These students may in turn view it as inappropriate as they are often 'used to' dominating women. This shows up in the classroom where male students most often interrupt female professors (Brooks, 1982). *I once had an angry male student come to my office and berate me for insulting him — then refuse to leave until I apologized. I left instead.* At the collegial level, females routinely find their contributions in committee work or cooperation in department management devalued by male peers—and science is mostly males (Etzkowitz et al, 1992).

The incongruity between how women are socialized to act and how they must

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Addressing & Redressing Chilly Climates in Higher Education

BY SUSAN PRENTICE

In this article, I will review three aspects of chilly climates. In the first section, I will recap some of the major characteristics of climate. In the second section, I will review how 'chilly climates' are maintained by practices of resistance. In the third section, I will consider some of the subtle institutional practices which work against equity initiatives. Finally, I will present some recommendations for future research.

Identifying Chilly Climate

The defining characteristic of 'chilly climate' is its systemic nature. In this respect, climate is generally not attributable to the particular actions of individual people but is instead constituted through the cumulative effects of a range of practices. Because climate is pervasive and systemic, the result of compounded effects, it becomes difficult to pinpoint exactly what initiatives would 'warm' or remedy the climate. Thus, Joy Parr names climate a "systemic dilemma." Similarly, Paula Caplan has pointed out that women faculty and students experience the climate as a "ton of feathers."

Since 1982 when Roberta Hall and Bernice Sander first coined the phrase, the concept of 'chilly climate' has grown more precise. Chilly climate defines a systemic condition which shares some or all of the following characteristics:

- **Exclusion:** exclusion occurs on a number of axes. The first is the literal exclusion of women and people of colour, in proportions that rarely exceed one in five and are often much worse; alternately, this phenomenon could be named the over-representation of men, especially white men. A second dimension is the exclusion from teaching and curriculum of critical materials relating to the social position of marginalized peoples. Additional dimensions are the under-representation of minority students in many fields, etc.

- **Marginalization:** the concentration of women and people of colour in positions of relative organizational powerlessness — again, the over-privileged positions of men, especially white men.

The assumption that the organizational structure of the university (like other organizations) is an objective, genderless, raceless institution — a notion which only makes sense from the standpoint of someone who embodies the raced and gendered assumptions of the paradigm.

- **Meritocracy:** belief in the university as a meritocracy, which means that ascribed characteristics (sex, race, sexuality, ability, etc.) are not 'supposed' to make a difference. Thus, if women or racial minorities try to explain our subordination in structural terms, we are perceived as being antagonistic to the whole academic enterprise: since the system is 'neutral,' our complaints must mean that we are hostile.

- **Academic Freedom:** a particular conception of academic freedom, defined as an individual right, rather than a collective one. Thus, overt sexism or racism may be frowned upon, but antifeminism, homophobia etc. are tolerated as freedom of expression. This is

because statements which are framed inside the normative paradigm are nonsectarian and 'normal', but beliefs outside the paradigm are 'political'.

Chilly climate can be further defined. Different authors and activists have targeted various aspects. Linda Briskin, for example, has pointed to the "tyranny of collegiality" to identify how informal patterns of exclusion keep women and minorities from information, power and decision-making capacities. Another frequently noted dimension of climate is the differential workload of women and men faculty, especially in relation to self-governance activities. The lower value accorded to teaching in comparison to the higher value placed on research has also worked to the detriment of female and minority faculty.

Resistance to Equality

I initially began my research into chilly climates as part of a project undertaken for the Canadian Women's Studies Association. It was one approach in our organizational response to the well-publicized attack on equity which occurred at the University of Victoria. It was impossible to examine the hostility to equity (at the University of Victoria and elsewhere) and not see a concerted project of resistance.

While 'resistance' is something that equity seekers often claim in a positive sense for ourselves, it seems to me that we can usefully turn this concept on its head, and reattribute responsibility for resistance. By resistance I mean institutional and individual efforts to maintain the current hierarchy of power and subordination which characterises Canadian universities. To learn more about resistance, I gathered information about the production of and reaction to equity reports across Canadian post-secondary institutions.

At the 1994 CWSA meeting, I co-presented a session with Executive Member Joanne Lee, laying out my observations about how resistance operates. I identified a number of ways that equity efforts are resisted. In summary, I made the following observations:

- **Critiques of Methodology:** overwhelmingly, chilly climate and equity reports are dismissed by virtue of methodological failing or flaws. In particular, with amazing regularity, the commonly-accepted scholarly practice of respecting the anonymity and protecting the confidentiality of sources is fingered as the reason why a climate report must be rejected.

- **The Main Mechanisms of Resistance:** denial, reattribution, and demonizing of women. These can be seen as a mutually-reinforcing set of three linked practices:

- **Denial** — men seem largely unable to separate critiques of climate and systemic practices from personal attacks. Since many cannot distinguish them, some respond to a generalized exposé of systemic practices as though it were directly about them personally. Unable to maintain a distinction, many men deny there is a problem and often use the technique of methodological critique. Men's resistance and denial is often expressed through their vigorous protest of how equity policies are unfair to them.



Susan Prentice —
Looking outside the ivory tower.

Reattribution — reattribution functions involve relocating the responsibility for the harm. My research demonstrated that equity seekers universally identify systemic institutionalized practices of discrimination and subordination. Yet they are overwhelmingly met with responses which move responsibility away from the institution and onto the person/group which named the problem.

I had the pleasure of hearing Anita Hill speak at the University of Manitoba. In her experience, which focuses on sexual harassment, the harasser almost invariably presents 'himself' as the victim: he has been the one who has been damaged by the charges brought against him. We certainly saw Clarence Thomas respond this way but we also see it in less high-profile cases. You will recall that the women's committee at the University of Victoria has had threats of litigation brought against them for defamation of their male colleagues' character. These are not idle threats: the CBC which broadcast a story about the University of Victoria controversy has been served with a lawsuit.

Demonizing — in sociology we sometimes call this 'moral panics'. Sheila McIntyre names this as the "takeover conspiracy." Men often legitimize their own hostility against a perceived 'conspiracy' which is a product of both denial and reattribution.

The metaphor which repeatedly emerges is of 'tarring' — which is historically closely linked to anti-black racism. Men argue they are 'tarred' by climate studies, and individual men claim that systemic overviews of climate implicate them personally (see "denial," above). Since they personally do not consciously (or do not acknowledge that they consciously) act in discriminatory ways, the whole argument about climate must be false; hence the women/minorities who disclose experiences of oppression must be lying. As liars, they do not enjoy rights of academic freedom of expression — because the violated academic freedom is that of the majority man/white who believes his reputation has just been attacked (see "reattribution" above).

The sensationalism of this technique of resistance makes it very appealing to the media. Some of you may recall the headline of a June 1994 Canadian Press report which ran during the Calgary Learned's: "Gender Wars Claim Another Victim." The story? A white male philosophy professor moved to the

United States unable to find a tenure track job in a Canadian university, claiming that he was being oppressed by "political correctness."

- **Appeals to Proceduralism and Subversion of Equity Procedures:** certain kinds of formal procedures can actually make it impossible to act on particular kinds of inequitable treatment, as can the absence of certain kinds of formal procedures. I think here of standards for the burden of proof, etc. The University of Toronto's sexual harassment policy, for example, used to use a criminal standard of proof, rather than the more common civil law human rights 'burden of probability' approach to adjudicate cases. My research revealed other similar examples.

Institutional Practices — Prevent Equity

While my analysis of resistance explained a great deal, I was concerned with what it omitted. To respond to this concern, I applied for and received a small grant to examine institutional practices more closely.

I was interested in explaining the contradiction between the stated institutional goal of redressing chilly climates and the persistence of systemic inequity. The contradiction is stark: since 1980, across many Canadian universities, individuals and groups have produced reports to document the personal and collective costs of, as well as the pervasiveness of, a 'chilly climate' on their campuses.

These reports invariably target systemic practices and institutional culture to explain the persistence of chilly climates. However, participants in equity efforts report a significant gap between the goals of chilly climate reports and their effects in practice. Thus, despite more than a decade of concerted effort, Canadian universities are still characterized by systemic discrimination.

I felt that since women (for the most part) had been working on chilly climate reports for the better part of two decades, then material for an empirical research project existed. What kind of difference had such reports made? My working hypothesis was that simultaneous with equity initiatives undertaken in good faith, there are concomitant institutional and individual practices which obstruct campaigns for visibility, recognition and power made by women, people of colour, and other marginalized groups. I set out to explore this hypothesis through an inquiry into the breach between the stated intent and the manifested effect of equity policies and procedures.

I elected to produce a documentary history for selected Canadian universities: the University of Victoria, University of Calgary, University of Saskatchewan and the University of New Brunswick. Additionally, I used Jennifer Bankier's documentary history of Dalhousie University. I defined 'documentary history' as those materials in the public realm: reports, recommendations, letters to the

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Chilly Climates in Higher Education

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editor, counter-reports, and other public texts. I hoped that the choice to use only published texts would protect individuals from the risks associated with disclosure. I also hoped it would be feasible to gather information this way, by hiring research assistants on the above-mentioned campuses, and have them locate, copy and transmit their histories.

I want to highlight the results of this work-in-progress. My major finding thus far is that the administrative practice and ethos of neutrality and impartiality is a crucial factor explaining how and why institutional change is proceeding at only a glacial pace. Without understanding these mechanisms of institutional neutrality, we cannot understand why equity efforts have been so slow.

There are a number of dimensions to institutional neutrality:

- **Making Haste Slowly:** it is common for universities to strike a committee to investigate the 'woman problem,' almost always because women advocated for them to do so. A committee is struck, does its work, then makes its recommendations. Then, however, the administration decides to do further research to see how the university community feels about report #1 and its recommendations. This leads to report #2, with its alternatives, which leads to report #3.... By this point, the data collected by report #1 may be outdated so it must be replicated, etc. Along the way, each or any report may be attacked for methodological failings, requiring a corrective study (and reports #4, #5....)

- **Institutional Under-Resourcing of Equity:** money, personnel and time are the big three factors in under-resourcing equity studies. Budgetary cutbacks and financial constraints are often offered as explanations for 'making haste slowly.'

In particular, there are often not enough 'people resources' allocated to accomplish equity tasks. It is remarkable how many part-time Equity or Sexual Harassment officers there are across this country. The enormous demands on committees can lead to burn-out and dropout and hence lack of human resources.

Importantly, as equity initiatives are established (especially those procedures for reporting harassment and discrimination), demand for services to individuals increase, which means that staff allocated to delivering those services become overwhelmed and less able to offer the services which are needed. Typically, given under-resourcing, education efforts are sacrificed in order to address individual complaints. Despite widespread rhetorical commitment to 'education' as the key to curing attitudes and warming climates, 'education' efforts are nearly always produced through volunteer efforts — volunteer effort, moreover, which rarely works to the benefit of those individuals doing such important administrative service.

- **Protection of Jurisdictional Boundaries:** given the various 'turf' wars which exist on campuses, bureaucratic neutrality requires

the protection of jurisdictional boundaries. Hence, some matters acknowledged as important to equity are 'out of our control' because they are in somebody else's bailiwick: for instance, "that's a matter of collective bargaining," or "that's a matter of federal legislation," or "that matter should be referred to another committee" or "it's not clear who has authority to deal with this matter." Altogether, these contribute to 'death by committee' or 'making haste slowly.'

- **Disempowerment of Equity Work:** perhaps an unintended effect of 'making haste slowly,' institutional under-resourcing, and the protection of jurisdictional boundaries is that committees charged with the laborious work of identifying problems and recommending solutions are powerless to see their work implemented. Equity work is generally advisory and gets caught up in the consultative treadmill of consulting about consulting.

Here is a common scenario: after a long period of lobbying, a women's group succeeds in having an investigation committee struck and charged with various mandates to study, document and recommend action. If their work doesn't run into methodological critique and can survive months (occasionally years) before completion and is not halted by lack of resources or other barriers and actually gets to the point of being able to propose recommendations, there is a high probability that these recommendations will be handed over to another body for a second opinion. Or the recommendations may be tabled or revised. By the end of this long and convoluted process, one committee may end up repeating exactly the same steps and recommendations made by another committee five or ten years earlier. For an astonishing example, see the University of Saskatchewan's story of how library staff struggled for equitable treatment.

- **Academic Freedom Protects Against Education:** given how hard it is for the academic institution to act on systemic barriers to equity, the temptation to call for 'education' and 'sensitivity' training is understandable. While this shifts a focus away from organizations and onto individuals, it is still fraught with problems. One problem is that academic freedom actually protects campus members from education. Thus, bureaucratic norms of neutrality make it impossible for impartial administrators to require that anyone attend; or, make it mandatory to know about sexual harassment education workshops, seminars on curricular inclusivity, or to learn inclusive language guidelines, etc. Here, 'academic freedom' protects a particular form of 'business as usual.'

There are undoubtedly multiple ways that academic freedom and administrative neutrality are linked. One example was explored by Roxanna Ng in relation to the stance of disinterest and neutrality which administrators assume in relation to student-faculty conflict. When a white male student in her course complained of being marginalized by Ng's emphasis on feminist and anti-racist pedagogy and curriculum, the dean refused to support Ng, effectively undermining her authority and credibility. This links back to the characteristic of chilly climate dis-

cussed earlier: the contradictory assumption that the university as an institution is impartial, apolitical and above partisan debate. Thus, to align with equity-seeking initiatives is perceived to be an abandonment of the traditional liberal value of neutrality. In effect, however, this neutrality is contradictory: it protects, produces and reproduces particular power relations.

What Makes a Difference?

I have some suggestions for further research. It seems to me that we should be able to specify with greater precision what kinds of initiatives make a difference in generating equity because some significant improvements have been made, even though much remains to be done. Obviously, much of this is campus-specific and particular to particular histories, cultures and experiences of struggle. But we do not know enough about what works and does not work to be able to generalize effectively.

Methodologically, the problem of organizational resistance is difficult to study. Documentary histories seem to me — now that I've worked on four and studied two others — to be of limited use for this task. One important reason a documentary history project is only of limited use is a problem of sources. Equity seekers generally do not adequately record our histories so the needed texts do not always exist for future study. I urge all of us involved in this work to make sure to record our work, to deposit our working papers in our university archives. The alternative — going directly to individuals involved to ask for the 'back-stage' story — seems problematic, given how dangerously explosive 'chilly climate' work can be.

But I have a more conceptual conclusion on which to end this discussion. Feminists have long pointed out that changing institutions as well as institutional climates is the key to making them woman-friendly and inclusive for all marginalized people. Given that feminists have long identified systemic discrimination as a key obstacle to women's equality, we need to learn how to change organizations. This means that we need to know empirically from our experience what works and why and what does not work and why. So far, I want to argue that we just do not know. Given we are all in the 'knowing' business, this seems really odd.

I think we need to reframe 'chilly climate' work so that it becomes part of the general intellectual (not just activist) work we do as researchers and scholars. By linking our work inside higher education with other struggles to change institutions — through linking with labour and trade union, anti-racist, feminist and queer campaigns, we could share our strategies and learn from each other. My review of the literature suggests that this kind of cross-fertilization is not happening. The unique idiosyncratic particularities of higher education must always be remembered. But by looking outside the ivory tower, we might be able to better understand what is going on inside it. ♀

(Susan Pringle is the Margaret Laurence Chair in Women's Studies at the University of Winnipeg/University of Manitoba.)

Trapped Inside the Circle

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demonization cycle may rapidly consume all the potential intervenors within a single university through a series of unsuccessful interventions in its early stages, leaving no-one who can intervene effectively at later stages as the cycle intensifies. (A person who has intervened and failed is likely to be distrusted.) There are also certain intrinsic problems with internal interventions that assume increasing significance as the controversy escalates. It will be difficult to find an internal intervenor with sufficient seniority, credibility and knowledge of both equity and academic governance who does not have past contacts with some people involved in the controversy. These contacts may either influence the intervention or undermine it by causing distrust. Moreover, if the intervention fails in a way that seriously angers one or both sides of the controversy, the resulting expressions of anger may be much more intimidating. It may even have significant career consequences for the intervenor if s/he must continue to coexist with the angry academics within the same institution.

For all these reasons, faculty associations and university administrators with equity expertise should work together before equity controversies arise. They could develop mutually acceptable lists of potential intervenors from other universities who have expertise and skill in facilitating the peaceful resolution of discrimination disputes.

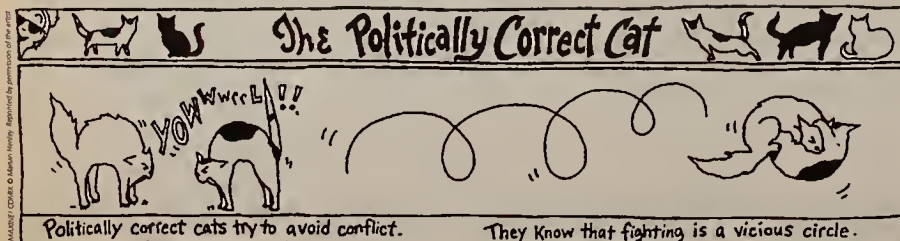
If several universities exist in close proximity, this could be done by informal discussions among the various institutions. Members of a wide variety of equity-seeking groups should be consulted about the composition of the list of intervenors. If possible, the membership should fully represent the diversity of Canadian society and our rapidly evolving university communities.

If the development of a list of local intervenors is not feasible then perhaps CAUT could work to develop such a list in consultation with universities across the country. Perhaps CAUT could offer an equity intervention service comparable to the arbitration and collective bargaining services that it now provides.

What happens if all efforts at a peaceful and constructive resolution fail and the demonization cycle continues to spin, evolving toward a tornado of fire? At some point, there may be no alternative to a formal, adversarial fact-finding process (e.g. grievances, arbitrations, formally-constituted inquiries with authority to make findings of fact, human rights complaints) finally to determine the merits of the discrimination issues that have been raised. This is not a desirable state of affairs.

Faculty associations need to design legal and political strategies and explore strategic issues with respect to systemic discrimination grievances by members of equity seeking groups as well as other formal dispute resolution mechanisms. Discussion of these adversarial strategies lies outside the scope of the present paper. The Status of Women Committee hopes to explore a broader range of issues associated with the legal and strategic handling of discrimination controversies at its 1996 Conference in Halifax. We hope that you will bring your insights to this conference and share them with the other participants. ♀

(Jennifer Bankier is a law professor at Dalhousie University and chair of CAUT's Status of Women Committee.)



Proving Systemic Discrimination

► FROM PAGE 3

still discharge the "legal burden of proof," i.e. prove on a balance of probabilities that the explanation offered by the respondent was false or pretextual.⁸ Thus, to some extent, complainants are left with the difficult task of proving the reasons for the employer's conduct; facts which lie within the peculiar knowledge of the employer and which can usually only be proved by inference through circumstantial evidence. As Beatrice Vizekety notes in *Proving Discrimination* (supra, at 128-129): "This is unfortunate in light of the fact that, by its very nature, [circumstantial] evidence is less reliable than direct evidence. Moreover, extensive reliance upon inferences, which allow considerable subjectivity and discretion on the part of the fact finder, may contribute to uncertainty and indeed unpredictability in the decision-making process, particularly where discrimination is tried by non-specialized instances."

As with direct discrimination, it is not necessary to prove intent in order to establish adverse effect discrimination, in the sense that the respondent consciously intended to discriminate. The Supreme Court of Canada, writing again in *O'Malley*, has specifically stated in reference to adverse effect discrimination: "[Human rights legislation] is of a special nature, not quite constitutional but certainly more than ordinary — and it is for the courts to seek out its purpose and give it effect. The [Ontario Human Rights] Code aims at the removal of discrimination. This is to state the obvious. Its main approach, however, is not to punish the discriminator, but rather to provide relief for the victims of discrimination. It is the result or effect of the actions complained of which is significant. If it does, in fact, cause discrimination; if its effect is to impose on one person or group of persons obligations, penalties, or restrictive conditions not imposed on other members of the community, it is discriminatory."⁹ [M]otive would be easy to cloak in the formation of rules which, though imposing equal standards could create ... injustice and discrimination by the equal treatment of those who are unequal.¹⁰

In a case of adverse effect discrimination, what must be proven is:

- the existence of a rule, standard, practice or policy¹¹; and
- a disproportionately negative effect on a designated group because of a special characteristic related to the group.¹²

Adverse effect discrimination is usually proved through direct evidence of the rule or practice and direct evidence, often statistical in nature, of the disproportionately negative effect of the rule or practice.

Special Evidentiary Considerations in Proving Systemic Discrimination

Obviously, in order to prove that discrimination is systemic and not just an isolated event within an institution, one must adduce evidence which is sufficient in quantity and breadth to show a systemic problem. Statistical evidence establishing the underrepresentation of a designated group within a workplace and anecdotal evidence of the experience of members of the group may be particularly effective in this regard and has been accepted by human rights tribunals.¹³

As Walter Tarnopolsky and William Pentney point out in their book *Discrimination and the Law*, however: "Naturally, the probative value of statistical evidence depends on the size of the sample, variables selected, and

the absence of factors tending to show that disparities revealed in a statistical analysis did not arise from any discriminatory practice or reason. Further, the expertise of the statistician may be questioned."¹⁴

It becomes obvious from the brief description provided above, that a sound grasp of the legal principles involved in discrimination cases can be an essential tool in handling them and in assessing their merits. It should also be plain that discrimination cases are often complex and their success in any kind of litigation process is difficult to predict. Nevertheless, the important issues of equity and justice that they raise ought to be weighed, as a counterbalancing factor, in favour of allocating scarce resources towards their resolution.⁹

(Maureen Webb is a legal officer at CAUT and the secretary of CAUT's Status of Women Committee.)

1. *Re Ontario Human Rights Commission et al. and Simpson Sears Ltd.* (1985), 23 D.L.R. (4th) 321 per McIntyre, J. at 332 ("O'Malley").

2. Vizekety, Beatrice. *Proving Discrimination*. Toronto: The Carswell Press, 1987, pp. 59-60.

3. *Action Travail des Femmes v. Canadian National Railway et al.*, (1987), 40 D.L.R. (4th) 193 (S.C.C.) per Dickson, C.J.C. at 209-213.

4. *R. v. Bushnell Communications Ltd.* (1974), 1 O.R. (2d) 442 (Ont. H.C.), aff'd (1974), 4 O.R. 288 (Ont. C.A.) at 290; *Fast v. Harwood Expediting B.C. Ltd.* (1985), 6 C.H.R.R. D/2507 at 2510 (N.W.T.); rev'd on other grounds (1985), 6 C.H.R.R. D/2B13 (N.W.T.S.C.); *Almeida v. Chubb Fire Security Div.* (1984), 5 C.H.R.R. D/2104 at 2105 (Ont. Bd. Inq.); *Gadowsky v. Two Hills, No. 21 School Centre* (1980), 1 C.H.R.R. D/184 at 186 (Alta. Q.B.); *Re Naugler* (1976), 40 N.B.R. (2d) 650 (N.B. Bd. Inq.); rev'd on other grounds (1977), 15 N.B.R. (2d) 324 (N.B. Q.B.).

5. See Vizekety, *Proving Discrimination*, supra, pp. 133-167.

6. *Base Fort Patrol Ltd. v. Alberta Human Rights Commission* (1983), 4 C.H.R.R. D/1200 (Alta. Q.B.); *Jain v. Azada University* (1984), 5 C.H.R.R. D/212 at 2124 and 2130 (N.S. Bd. Inq.); *Zarankin v. Johnson* (1984), 5 C.H.R.R. D/2274 at 2280 (B.C. Bd. Inq.); aff'd (1985), 6 C.H.R.R. D/2651 (B.S.S.C.); *Israeli v. Canadian Human Rights Commission* (1983), 4 C.H.R.R. D/1616 at 1617 (Cdn. Human Rights Tribunal); aff'd (1984), 5 C.H.R.R. D/2147 (Cdn. Human Rights Rev. Tribunal).

7. *Israeli v. Canadian Human Rights Commission* (1983), 4 C.H.R.R. D/1616 (Can. Human Rights Tribunal); aff'd (1984), 5 C.H.R.R. D/2147 (Can. Human Rights Rev. Tribunal).

8. See *Ingram v. Natural Footwear Ltd.* (1980), 1 C.H.R.R. D/59 (Ont. Bd. Inq.).

9. *O'Malley*, supra, at 329.

10. *O'Malley*, supra, at 331.

11. *O'Malley*, supra, at 332; *Action Travail des Femmes*, supra, at 209.

12. *O'Malley*, supra, at 332; *Action Travail des Femmes*, supra, at 209.

13. See *Blake v. Ontario (Minister of Correctional Services)* (1984), 5 C.H.R.R. D/2417 and *Chapdelaine v. Air Canada* (1987), 9 C.H.R.R. D/4449; varied 15 C.H.R.R. D/22.

14. Tarnopolsky, Walter S. and Pentney, William F. *Discrimination and the Law*. Toronto: Thompson Professional Publishing Canada, 1994, p. 4-56.18(2).

Why So Few Women Scientists?

► FROM PAGE 6

act to succeed in science has a third twist. Student evaluations of teaching are shown to favour different characteristics for men and women (Statham, Richardson & Cook, 1991). Male teachers were rewarded by student approval for being material-centred and authoritative in the classroom; females for being interactive, valuing student input and personalizing the work. If men were too supportive or women too authoritarian, their ratings plummeted. The authoritarian persona that a woman must assume when she attempts to succeed in science and the way in which science is traditionally taught have to be abandoned when she steps into the classroom. Yet these characteristics must be picked up again when she walks out of it to deal with colleagues in lab, in committee, and at presentations. Male colleagues don't see the value in my female's inclusive teaching practices, and this is often evident at year-end evaluation time. This gap is an obvious but indirect barricade to success in academia, because failing to make the shift and receiving poor evaluations can sink a female academic just as well as poor research productivity.

With so few women in science, many are seen as representative of all women and not just themselves. This can also be a barricade to success. Saenz (1994) for example, discussed how individuals in group work who are only temporarily tokens perform less well in a cognitive task, mostly as a result of spending much more time self-monitoring. This is a pervasive worry for many women scientists because they know they will be seen as representatives. Young women look to them to see if women can succeed at the enterprise or, more recently, if they can succeed and remain a full human being (Ertzkowitz et al, 1992). This has been a problem for me, as the only woman professor out of twelve in a Psychology department where over 2/3 of the undergraduates are female. I know I'm ALWAYS being observed as a role model and yes, I waste my time helping them.

Changing the System

If the gendering of science leads to systemic discrimination against women, what can be done about it? Opening the door isn't enough. As Betz (1989) suggested, a 'null environment' for aspiring women scientists isn't null, it's full of problems. We clearly have to change two things in the system. One is the way gender stereotypes often place inappropriate attributes on boys and girls. We can take heart from Linn & Hyde's (1989) meta-analysis of the decreasing cognitive differences, but much remains to be done. Additionally, we have to help scientists understand how gendered they have made the enterprise. Research like that of Ertzkowitz et al (1992) and the gradual increase in the number of women in science will help (presently, women faculty in the 'hard' sciences are on average nearly ten years younger than the men), as long as Affirmative Action isn't dismantled as

anachronistic (Kerr, 1993). Perhaps one of the first steps to change is to help everyone SEE the systemic discrimination in science and to convince scientists not just to open the door and let women in, but also to take down the barricades so they can stay and succeed. The exclusivity, isolation from real life for hours in the lab, and specialization that are part of science practice have also led to decreased understanding by the general public and less support of science in hard fiscal times. Opening science to women will provide more benefits to the scientific enterprise than merely allowing new people in. It will gradually change how the system works, and science will almost certainly be the better for it.⁹

(Jennifer Mather is a psychology professor from the University of Lethbridge and a member of CAUT's Status of Women Committee.)

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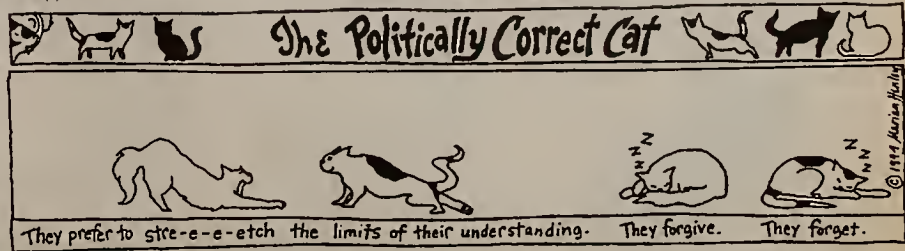
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Women in Post-Secondary

Each year, the CAUT Status of Women Committee publishes data on women in Canadian universities from the Postsecondary Education Section of Statistics Canada, which annually collects information from university administrations across the country. This year data are presented on the number and percent of women granted doctorate degree by major discipline, and the number and percent of women enrolled full-time in doctoral programs by discipline, for the years 1992-93 through 1994-95. In addition, the most recent data available are included for the number and percent of women in full-time university faculty positions. These figures are broken down by three types of appointment (tenured, leading to tenure, and contract) and are also presented for all full-time appointment types lumped together. The total also includes a small number of visiting and continuing faculty. The proportion of women and men in two types of full-time positions (contract, and those either in tenured or leading to tenure positions) is also shown graphically, broken down by rank. The graphs only include data for 1994-95, and data for universities in Quebec are not yet available for that year. ♀

Le Comité du statut de la femme de l'ACPPU publie chaque année des données sur les femmes dans les universités canadiennes. Ces données proviennent de la Section de l'éducation postsecondaire de Statistique Canada. Cette année, les données sont présentées selon le nombre et la proportion des femmes ayant obtenu un doctorat par discipline principale et selon le nombre et le pourcentage de femmes inscrites à temps plein dans des programmes de doc-

torat par discipline, des années 1992-1993 à 1994-1995. Ces statistiques comprennent également les données les plus récentes sur le nombre et la proportion de professeurs à temps plein. Ces données sont ventilées selon trois sortes de postes (permanents, menant à la permanence et contractuels) et sont en outre présentées pour toutes les sortes de postes à temps plein confondus. Un petit nombre de professeurs invités et de titulaires d'une nomination continue sont ►

Update

Federal Contractors Program

The main objective of the Canadian Federal Contractors Program is to ensure that major contractors who do business with the Government of Canada achieve and maintain employment equity in their workforce. The program applies to contractors who employ at least 100 people and who wish to bid on federal contracts worth at least \$200,000. As a condition of their bid, these contractors must commit themselves to implementing employment equity and to achieving a fair and representative workforce. If employment equity measures are not created and implemented, the contractor may lose the opportunity to compete for future government business.

Institutions Involved

As was the case last year, forty universities and colleges have been certified under the program, including thirty-two universities (one of which, Université de Montréal, has subsequently withdrawn from the program). Twenty-nine universities have been awarded contracts. Of these, two are under their first review, another ten have been reviewed once and were found to be in compliance with the program, five universities are currently under a follow-up review, and twelve have completed a follow-up review and are still in compliance. There have been no negative reviews.

Universities with Awarded Contracts

- *Under First Review:* Saint Mary's, Memorial
- *In Compliance (First Review Completed):* Mt. St. Vincent, TUNIS, McGill, École Polytechnique, UQAM, York, Western Ontario, Alberta, Saskatchewan, Victoria
- *Under Follow-up Review:* Concordia, Laval, Waterloo, Windsor, Simon Fraser
- *Still in Compliance:* Dalhousie, UNB, Carleton, McMaster, Queen's, Ryerson, Guelph, Ottawa, Toronto, Manitoba, Calgary, UBC

No Contracts Awarded

- Regina and Trent (both universities are certified) ♀

The above list is current as of March 1996. CAUT attempts to reproduce this list once each year in the Status of Women Supplement. See also Bulletin Supplement April 1995.

WOMEN GRANTED DOCTORATE DEGREES BY MAJOR DISCIPLINE, 1992-95

DISCIPLINE	1992-93 DOCTORATES		1993-94 DOCTORATES		1994-95 DOCTORATES	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Education	171	54.5	200	55.0	201	54.6
Fine & Applied Arts	13	48.2	13	56.2	12	40.0
Humanities	133	38.4	167	45.1	155	40.7
Social Sciences	271	44.5	253	42.9	261	42.5
Agricultural & Bio. Sc.	107	28.4	109	28.6	126	29.0
Engineering & App. Sc.	56	11.2	44	8.2	44	7.4
Health Professions	138	41.2	168	42.1	161	39.6
Mathematics & Phys. Sc.	99	16.8	92	15.5	122	17.8
TOTAL ALL DISCIPLINES	1000	31.9	1060	32.2	1099	30.9

WOMEN ENROLLED IN FULL-TIME DOCTORAL PROGRAMS BY DISCIPLINE, 1992-95

DISCIPLINE	1992-93 PHD STUDENTS		1993-94 PHD STUDENTS		1994-95 PHD STUDENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Arts & Science (General)	117	62.6	190	63.8	241	58.5
Education	1054	59.9	1119	61.0	1166	62.8
Fine & Applied Arts	109	46.2	128	52.0	143	53.0
Humanities	1566	45.9	1716	47.5	1809	48.6
History	407	53.3	437	56.4	303	42.9
Library Science	183	56.5	193	57.9	16	55.2
English	249	39.9	275	40.6	456	57.2
French	14	48.3	16	51.6	200	57.3
Other Modern Languages	247	55.4	264	56.5	276	58.6
Philosophy	122	28.2	144	32.0	154	32.4
Religion & Theology	159	36.1	179	36.4	191	37.0
Other	185	51.8	202	53.4	213	56.2
Social Sciences	1947	44.7	2160	47.0	2302	48.2
Anthropology	130	59.1	158	61.7	169	61.9
Area Studies	17	39.5	18	48.7	18	43.9
Business & Commerce	148	29.7	181	33.3	187	34.7
Economics	102	22.4	97	21.5	107	22.7
Geography	33	31.1	51	35.2	125	34.3
Law	106	30.3	114	32.6	36	41.4
Environmental Studies	26	33.3	27	35.1	59	31.7
Political Science	174	29.7	182	31.1	200	33.3
Psychology	885	65.0	894	66.6	1015	67.6
Social Work	31	49.2	33	54.1	41	60.3
Sociology	266	50.9	276	52.4	306	54.9
Other	29	39.2	29	39.7	39	43.3
Agricultural & Bio. Sc.	717	33.3	792	35.1	764	35.4
Agriculture	159	28.6	164	28.2	169	29.6
Biochemistry	69	35.2	80	35.4	88	38.3
Biology	272	33.5	302	35.1	274	33.4
Botany	40	38.5	44	43.6	41	47.1
Household Sciences	70	68.0	75	70.1	71	71.0
Veterinary Medicine	30	30.6	44	36.4	50	39.4
Zoology	71	27.4	76	31.2	62	30.1
Other	6	27.3	7	41.2	9	50.0
Engineering & App. Sc.	359	10.6	418	11.5	417	11.6
Architecture	12	26.4	11	27.5	11	27.5
Forestry	34	21.5	41	25.0	36	23.2
Chemical Engineering	40	12.0	53	14.6	62	16.4
Civil Engineering	57	10.0	73	10.5	75	13.0
Electrical Engineering	87	9.5	83	8.6	85	8.8
Mechanical Engineering	53	8.8	66	9.9	61	9.2
Other Engineering	76	9.9	91	10.5	87	10.4
Health Professions	902	43.3	998	45.3	1065	46.8
Dentistry	7	20.0	10	29.4	8	25.0
Medicine	700	41.1	741	42.4	789	44.2
Nursing	26	96.3	38	97.4	51	96.2
Pharmacy	48	42.5	49	40.5	44	35.8
Rehabilitation Medicine	16	84.2	15	75.0	15	75.0
Other	105	56.2	145	59.7	158	60.8
Mathematics & Phys. Sc.	668	18.7	702	19.1	718	20.1
Chemistry	251	22.8	275	24.2	280	25.4
Computer Science	81	16.3	82	15.5	83	15.8
Geology	64	15.5	57	13.7	60	15.3
Mathematics	115	18.4	127	20.3	133	21.6
Physics	126	15.6	124	15.0	123	15.3
Other	31	24.8	37	27.4	39	28.7
TOTAL PHD ENROLLMENT	7439	35.2	8223	36.8	8646	38.1

NOTE: In both tables above, total includes a number of doctoral degrees or students for which the disciplines are not known. For example, in the doctoral degree table in 1994-95, the discipline was not known for 17 women and 18 men.

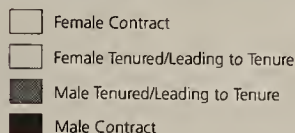
SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.

Education

compris dans le total. La proportion des femmes et des hommes occupant les deux sortes de postes à temps plein (contractuels et les postes permanents ou menant à la permanence) est illustrée à l'aide d'un graphique et ventilée selon le rang. Les graphiques ne comprennent que les données de 1994-1995. Les données pour les universités du Québec ne sont pas encore disponibles pour cette année.

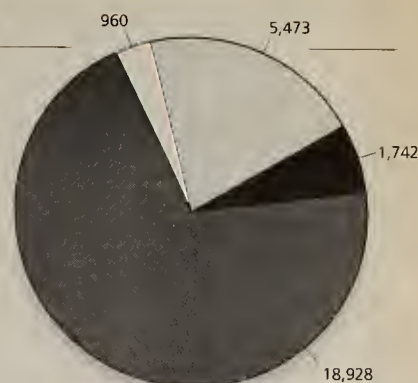
En ce qui concerne le Programme de contrats fédéraux, 40 universités et collèges ont reçu une attestation de conformité au programme dont 32 universités. Le fédéral a accordé des contrats à 29 universités dont deux sont actuellement sous examen pour la première fois. De ce nombre, dix ont prouvé leur conformité avec le programme après une première vérification. En ce moment, cinq universités subissent un examen de suivi et douze ont prouvé leur conformité avec le programme après une deuxième vérification. ♀

FULL-TIME FACULTY BY GENDER, TYPE OF APPOINTMENT AND RANK, 1994



NOTE: The 1994 data for Canada include a number of theological and other campus colleges. Data for universities in Quebec are not yet available and are not included here.

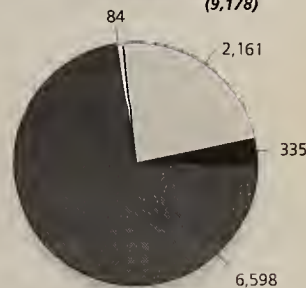
SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.



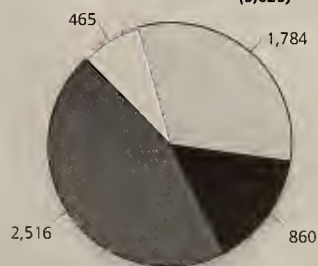
FULL PROFESSORS (11,034)



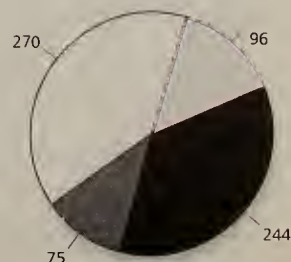
ASSOCIATE PROFESSORS (9,178)



ASSISTANT PROFESSORS (5,625)



LECTURERS (685)



FULL-TIME UNIVERSITY FACULTY BY TYPE OF APPOINTMENT, GENDER & INSTITUTION, 1994

UNIVERSITY	TENURED		LEADING TO TENURE		CONTRACT		ALL APPOINTMENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
NF Memorial	134	20.3	41	41.8	12	42.9	192	24.1
PE UPEI	13	11.8	26	43.3	11	44.0	50	25.5
NS Acadia	33	20.1	14	42.4	7	43.8	54	25.1
Sainte-Anne	11	44.0	0	0.0	6	54.5	17	42.5
Dalhousie	103	23.7	39	60.0	20	43.5	162	29.7
Mt. St. Vincent	60	54.5	25	73.5	3	60.0	93	60.4
NSCAD	-	-	-	-	16	38.1	16	38.1
TUNIS	1	1.4	4	20.0	0	0.0	5	5.5
St. Francis Xavier	23	18.5	15	39.5	5	27.8	43	23.9
St. Mary's	25	16.1	18	35.3	1	20.0	44	20.9
Cape Breton	9	13.4	7	53.8	6	60.0	22	24.4
NB Mt. Allison	15	15.6	3	16.7	2	50.0	20	16.9
UNB	73	17.0	42	35.6	8	33.3	134	22.3
Moncton	51	21.3	25	54.3	16	53.3	92	29.1
Shippagan	9	47.4	3	50.0	1	100.0	13	50.0
St. Louis Maillet	3	8.1	3	25.0	-	-	6	12.2
St. Thomas	11	20.4	3	37.5	4	57.1	18	25.7
PQ Bishops*	20	20.0	2	25.0	-	-	22	20.4
CMR St. Jean	3	7.3	0	0.0	2	28.6	5	9.4
McGill	318	24.4	1	100.0	-	-	319	24.5
Montreal*	324	25.4	0	0.0	-	-	324	25.8
École Polytechnique*	12	5.4	2	20.0	-	-	14	6.0
UQAM*	253	26.5	-	-	-	-	253	26.5
Laval*	242	17.3	13	46.4	-	-	255	17.9
Sherbrooke*	89	15.7	4	26.7	-	-	93	16.0
Concordia*	191	24.7	33	49.3	-	-	224	26.7
ON Brock	57	21.8	24	53.3	3	37.5	84	26.8
Carleton	122	19.2	45	54.2	6	40.0	173	23.5
Guelph	100	16.2	40	45.5	6	54.5	147	20.4
Lakehead	33	15.5	17	37.8	3	60.0	53	20.2
Laurentian	47	21.8	27	34.2	17	60.7	91	28.2
Algoma	6	20.7	0	0.0	0	0.0	6	16.2
Hearst	5	55.6	4	80.0	1	100.0	10	66.7
McMaster	56	11.1	27	49.1	11	44.0	94	16.1
Ottawa	144	22.0	82	50.3	20	44.4	247	28.5
St. Paul's	2	6.3	6	23.1	0	0.0	8	13.3
Queen's	82	14.5	49	51.6	20	52.6	153	21.8
Toronto	211	16.9	70	40.7	141	46.2	422	24.4
OISE	25	25.8	17	53.1	-	-	42	32.6
Trent	36	21.3	16	57.1	1	50.0	53	26.6
Waterloo	73	11.2	39	37.5	10	20.8	129	15.7
Western	86	13.0	49	40.5	56	50.9	192	21.4
King's	3	7.9	9	42.9	1	100.0	13	21.7
Windsor	77	18.5	37	63.8	8	88.9	126	25.6
York	215	23.7	91	60.3	18	58.1	326	29.8
Wilfrid Laurier	25	14.4	18	32.7	22	37.9	65	22.6
RMC	7	5.3	0	0.0	4	13.3	11	6.7
Ryerson	142	30.7	15	35.7	5	50.0	162	31.5
Nipissing	9	21.4	4	44.4	6	40.0	19	28.8
MB Brandon	14	13.7	6	30.0	3	12.5	23	15.8
Manitoba	114	14.8	46	37.7	30	50.8	190	20.0
Winnipeg	36	20.1	12	46.2	4	44.4	71	28.6
St. Boniface*	8	27.6	-	-	2	18.2	10	25.0
SK Saskatchewan	80	13.8	32	46.4	17	48.6	130	19.0
St. Thomas More	3	17.6	1	50.0	2	33.3	6	24.0
Regina	50	18.1	16	27.1	7	50.0	73	20.9
Campion	2	13.3	-	-	2	100.0	4	23.5
AB Alberta**	282	23.1	-	-	-	-	282	23.1
Calgary	142	19.4	51	34.7	14	43.8	207	22.7
Lethbridge	30	17.5	19	45.2	2	28.6	65	25.9
Augustana	3	7.7	7	33.3	1	50.0	12	19.0
BC UBC	194	17.0	98	39.2	26	53.1	319	22.1
RRMC	1	3.1	-	-	1	12.5	2	5.0
Simon Fraser	71	15.8	55	38.7	14	51.9	140	22.7
Victoria	93	18.9	74	55.6	11	61.1	178	27.6
UNBC	4	14.3	30	44.1	1	100.0	35	35.7

NOTE:

- No men or women with this appointment type.

0 No women with this appointment type.

* Data for 1993. (Data was not yet available for 1994.)

** The data for the University of Alberta is not final and is subject to verification. Probationary appointments may be included in the figure for tenured appointments at the university.

SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.



October 24 - 26
Halifax, Nova Scotia
1996

Doing Equity

Strategies for Implementation

1 SYSTEMIC DISCRIMINATION: Legal and Political Strategies for Dealing with Equity Controversies

The sessions on this topic will be of interest both to members of equity-seeking groups and to lawyers, professional staff, grievance officers and faculty association executive members. The issues to be addressed include the following:

Legal Analysis of Equity Cases — including: how to evaluate the legal merits of systemic discrimination complaints from faculty association members under collective agreements and human rights codes; the duty of fair representation as it applies to member vs. member equity disputes; what kind of evidence can be used to prove discrimination; selection of arbitrators in discrimination cases; remedial action, including protection against reprisals. This segment of the programme will draw upon the legal expertise of the CAUT staff and others with experience in handling the legal aspects of equity cases.

Political Strategies for Handling Equity Controversies — including: the psychological and political dynamics of equity disputes (e.g. the effects of inequalities of power); mediation and other strategies for political intervention to prevent escalation of equity controversies; what can be done politically when equity disputes do turn into major crises? This part of the programme will allow conference participants from across the country to share their expertise in a quest for constructive solutions.

2 PART-TIME STAFF IN CANADIAN UNIVERSITIES

The second Conference theme will focus on the position of part-time staff in Canadian universities, with particular emphasis on the position of women and members of other equity-seeking groups as members of the part-time staff. This stream of the conference will address three related problems:

- Whether or how faculty associations should represent sessional and part-time teaching staff. Representatives from faculty associations will present their views.
- Sessional lecturers and part-time staff will discuss how they are treated at universities and whether/how they feel their situations could be improved.
- The need to develop strategies for involving faculty associations, part-time faculty and university administrations in an interactive process that will lead to outcomes that are fair to all concerned.

3 INCLUSIVE TEACHING: SURVIVAL STRATEGIES

The teaching section of the conference will focus on how classroom interactions are controlled and evaluated (with a view to developing survival strategies for pro-equity teachers); how systemic discrimination affects what goes on in the classroom; and how the inclusive classroom can be a vehicle for change. Topics to be addressed include the following:

How Can Teaching Content be Reshaped in the Face of Power Differentials within the Academy? How are traditional teaching practices which perpetuate systemic discrimination shaped, reinforced and rewarded by the university system? How do pressures from colleagues and evaluation by students influence teaching, and how can negative pressures directed against inclusive classroom strategies be resisted? What techniques are available (e.g. teaching dossiers) to allow effective presentation and justification of non-standard and pro-equity teaching techniques to academic administrators and appointment, tenure or promotion committees?

What Goes On in the Classroom — Traditionally, university teaching has presented only the perspectives that dominant groups within our society find acceptable. How do we teach in a more inclusive manner that meets the needs of the new learners from a wide range of equity-seeking groups now present in the classroom? What classroom strategies are effective in dealing with backlash from traditional students resistant to change? Both content (what we teach) and style (how we teach) will be addressed.

Classrooms as Agents for Change within the University — How can the inclusive classroom help to reduce systemic discrimination within the university and broaden the intellectual mandate of our academic institutions?

PROVINCIAL AND NATIONAL ASSOCIATIONS MEETING

Sunday morning will be set aside for a meeting of representatives from provincial and national faculty associations to discuss cooperative strategies to address equity issues across the country.



For more information contact
Ms. Nancy Gordon at CAUT

Telephone (613) 820-2270

Facsimile (613) 820-7244

E-mail: ngordon@caut.ca

Colloque du Comité du statut de la femme de l'ACPPU

Réaliser l'équité

Stratégies de réalisation



Du 24 au 26 octobre
Halifax, Nouvelle Écosse
1996

1 LA DISCRIMINATION SYSTÉMIQUE : Des stratégies juridiques et politiques pour faire face aux controverses provoquées par l'équité

Les séances portant sur ce thème intéresseront les membres des groupes voulant l'équité ainsi que les juristes, le personnel professionnel, les agents et agents de grief et les dirigeantes et dirigeants des associations de professeurs. Les questions suivantes seront abordées:

L'analyse juridique des causes portant sur l'équité — Comment évaluer le fondement juridique des plaintes de discrimination systémique déposées par les membres d'associations de professeurs aux termes des conventions collectives et des codes des droits de la personne; l'application du devoir de représentation équitable dans les cas de litige entre deux membres; quelle preuve peut-on invoquer pour prouver la discrimination; le choix des arbitres dans les causes de discrimination; les mesures correctives, notamment la protection contre les représailles. Pour cette partie du programme, nous ferons appel à l'expertise juridique du personnel de l'ACPPU et à d'autres personnes qui s'occupent des aspects juridiques des causes d'équité.

Des stratégies politiques pour faire face aux controverses provoquées par l'équité — La dynamique psychologique et politique des litiges en matière d'équité (les conséquences des inégalités du pouvoir); la médiation et d'autres stratégies d'intervention politique pour prévenir l'escalade des controverses liées à l'équité; que peut-on faire politiquement lorsque les litiges en matière d'équité provoquent une crise majeure? Cette partie du programme permettra aux déléguées des quatre coins du pays de partager leurs connaissances pour trouver ensemble des solutions constructives.

2 LE PERSONNEL À TEMPS PARTIEL DES UNIVERSITÉS AU CANADA

Le deuxième thème du colloque portera sur la situation du personnel à temps partiel des universités au Canada. On insistera surtout sur la situation des femmes et des membres d'autres groupes voulant l'équité faisant partie du personnel à temps partiel. Trois problèmes connexes seront abordés:

- Est-ce que les associations de professeurs devraient représenter les chargées de cours et le personnel enseignant à temps partiel. Comment devraient-elles le faire. Des représentants des associations de professeurs feront part de leurs points de vue.
- Des chargées de cours et des membres à temps partiel parleront de leur expérience: comment ils sont traités à l'université, s'ils croient que leur situation peut être améliorée et comment elle pourrait l'être.
- On soulignera également le besoin de rassembler les associations de professeurs, les professeurs à temps partiel et l'administration des universités dans un processus interactif dont les résultats seront justes pour toutes les personnes intéressées.

3 L'ENSEIGNEMENT NON EXCLUSIF : LES STRATÉGIES DE SURVIE

La partie sur l'enseignement portera sur les méthodes de contrôle et d'évaluation des interactions pendant les cours et sera axée sur la mise au point de stratégies de survie pour les enseignantes et enseignants en faveur de l'équité: on examinera l'influence de la discrimination systémique sur le déroulement de l'enseignement en classe et les moyens de transformer une salle de cours non exclusive en un agent de changement. Voici les sujets qui seront abordés:

Comment réorganiser le programme d'études devant les différences de pouvoir au sein des universités? Comment les méthodes didactiques traditionnelles, qui perpétuent la discrimination systémique, sont-elles conçues, renforcées et récompensées par le réseau universitaire? Comment les pressions des collègues et les évaluations des étudiants influencent-elles l'enseignement? Comment peut-on résister aux pressions négatives exercées sur les stratégies non exclusives en classe? Quelles sont les techniques disponibles, entre autres les dossiers d'enseignement, qui permettent une présentation efficace ainsi qu'une justification de méthodes didactiques non orthodoxes et favorisant l'équité aux administrateurs de l'université et aux comités de nomination, d'octroi de la permanence ou des promotions?

En classe — L'enseignement universitaire a toujours uniquement présenté les points de vue que les groupes dominants de notre société considèrent comme acceptables. Comment peut-on enseigner d'une manière plus englobante afin de répondre aux besoins des nouveaux apprenants issus d'un éventail de groupes voulant l'équité et présents dans les salles de cours? Quelles sont les stratégies didactiques efficaces contre les réactions négatives des étudiants traditionnels qui résistent au changement? Tant le contenu ou la matière, que le style ou la méthode, seront examinés.

La salle de cours: un agent de changement à l'université — Comment une classe non exclusive peut-elle aider à réduire la discrimination systémique à l'université et à élargir la mission intellectuelle des établissements d'enseignement postsecondaire?

RÉUNION DES ASSOCIATIONS LOCALES ET PROVINCIALES

La matinée du dimanche sera consacrée aux représentantes et représentants des associations provinciales et locales qui discuteront de stratégies de coopération visant à régler les problèmes d'équité d'un océan à l'autre.



Pour des renseignements, veuillez communiquer
avec Nancy Gordon, à l'ACPPU

Téléphone: (613) 820-2270

Télécopieur: (613) 820-7244

Courriel électronique: ngordon@caut.ca